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ABSTRACT

Written for adults learning basic reading, this workbook provides culturally relevant instruction and practice organized under the broad headings of word analysis, vocabulary, reading comprehension, and study skills. Each unit contains a post-test and several lessons devoted to specific skills. Lessons include instructions and examples for the student and practice exercises in a variety of formats--crossword puzzle, fill-in-the-blank, etc. Reading material and exercises draw on the culture of Southwest Indian tribes and include myths, legends, religious beliefs and ceremonies, poetry, history, styles of clothing, dance, music, or art. Specific skills in the word analysis section are consonant blends and digraphs, vowel digraphs and dipthongs, root words and word endings, prefixes and suffixes, contractions, and alphabetizing to three letters. Vocabulary skills include sight words, compound words, context clues, and synonyms and antonyms. The comprehension unit covers following directions, sequencing in narration, identifying the main idea, recognizing supporting details, drawing conclusions, and identifying cause and effect. Use of the dictionary and reference skills are reviewed in the study skills section. (JHZ)

PATHWAYS

An Adult Basic Education Reading Skills Workbook

Level III

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PATHWAYS

AN ADULT BASIC SKILLS READING WORKBOOK

LEVEL III

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PREFACE TO THE STUDENT

This workbook has been written to help you learn to read and write better. You can enjoy these skills whether you are at home, at school, or at work.

In the workbook, you will be reading and writing about Southwest Indian tribes and their exciting and colorful ways of life. This may be a little different from the usual classroom books because it is mainly about Indian cultures and things that you may find interesting.

The workbook is set up in parts called units. Each unit has lessons and exercises. There are rules on how to do the lessons and they are given at the beginning of each lesson. You need to read the rules and follow the examples. Your instructor will help you along with the lessons and will check your answers to the workbook questions. At the end of each unit, there is a test called the post-test. This test is a review of what was given in the lessons as the skill to be learned. It helps you and your instructor know how well you are doing from unit to unit.

At the back of the book, there is a list of words and what they mean. This list is called the glossary. It is there to help you build your word usage.

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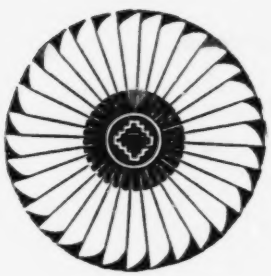
UNIT I



I. WORD ANALYSIS

A. *Root words*

A **root** is the most basic part of a word. It is the root that gives each word its basic meaning. And where do roots get their meanings? Sometimes roots come from words in other languages, usually Latin or Greek. **Viv** is a root that comes from Latin and it means **live.** You can see how **viv** gives the word **survive** its basic meaning, that is, **to live through.**

Knowing what **viv** means, can you guess what **revive** means?

Did you say **bring back to life?** Good! You have already learned that the prefix **re** means to do again, so **revive** must mean "to make live again."

Here are some common roots, their meanings, and examples of how they are used. Sometimes the spelling of the root word changes a little when prefixes or suffixes are added.

	ROOT	MEANING	EXAMPLES
1.	**audio**	hear	audience auditorium audition audible
2.	**cred**	believe	creed incredible credit credentials

I.A. Root words

3.	**duc**	lead	conduct educate induct produce duke/duchess duct conductor reduce
4.	**fac(t)**	make	factory manufacture faction artifact faculty
5.	**ject**	throw	reject inject object project subject adjective
6.	**mit, or mis**	send	missile mission transmission admit dismiss permit promise omit commitment
7.	**viv, or vi**	live	vivid vital revive survive vitamin vital

I.A. Root words

8.	**rupt**	break	disrupt interrupt bankrupt corrupt abrupt rupture erupt
9.	**ver(t)**	turn	invert convertible versatile divert adverse universe
10.	**port**	carry	portable transport export import report support important deport

Write the root for each word on the line.

1. permit _____

2. universe _____

3. artifact _____

4. audience _____

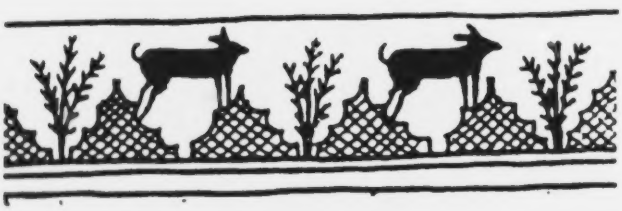
I.A. Root words

5. credit _____
6. dismiss _____
7. vitamin _____
8. support _____
9. convertible _____
10. corrupt _____
11. object _____
12. product _____
13. factory _____
14. pervert _____
15. vital _____
16. rupture _____
17. educate _____
18. portable _____
19. missile _____
20. promise _____

I.A. Root words

Match the words in list **A** to their meanings in list **B**. Put the letter from list **B** in the blank space in list **A**.

A	**B**
1. _____ portable	A. an object made by humans, usually a long time ago
2. _____ interrupt	
3. _____ reject	B. to lead or teach
4. _____ incredible	C. to go on living
5. _____ educate	D. can be carried
6. _____ survive	E. to make
7. _____ artifact	F. to break in while another person is speaking
8. _____ manufacture	G. something that you can't believe
	H. to throw away



I.A. Root words

Choose a word from the list to fill in the blanks in the sentences.

universe	interrupt	auditorium
artifacts	incredible	manufacture
rejected	portable	permit
educate	mission	survive

1. You should never _____ your grandmother when she's speaking.

2. Native Americans have a different view of the _____ than the white man does.

3. Unless you know how, it's very hard to _____ in the desert.

4. The old church was once a Spanish _____.

5. It was the teacher's job to _____ her students.

6. It was hard to believe his story because it sounded _____.

7. The ancient ruins were filled with Hohokam _____.

8. The _____ radio was small enough to be carried around in a pocket.

I.A. Root words

9. The council _____ the young man's idea.

10. All of the students had to listen to a concern in the _____.

11. Navajo silversmiths _____ very beautiful silver jewelry.

12. We had to get a _____ from the city to hold a pow-wow in the park.

I. WORD ANALYSIS

B. *Prefixes and suffixes*

Many long words are made up of parts called the **roots,** the **prefix,** and the **suffix.** Knowing the meanings of word parts can help you figure out the meanings of new words. Look at the word transmit. You have already learned that the root word gives the basic meaning. The root word here is **mit,** and it means "to send." The **prefix** is trans which means "across," so, transmit, means to "send across" as in the case of radio and TV broadcasting.

A **prefix** is a word part that is added to the front of the root word. Remember that a prefix has a meaning of its own. Adding a prefix will change the meaning of the word. Here is a list of common prefixes, their general meanings, and example words using each prefix.

Prefix	Meaning	Examples
dis-	not	disconnect discourage discovery disregard
im-	not	immature impatient impossible imperfect
mis-	bad, error, not	misunderstand misbehave misrepresent mismatch
un-	not	unemployed unnatural unnecessary unusual

I.B. Prefixes and suffixes

Prefix	Meaning	Examples
de-	away, from, off, down	descend defeat depress degrade
con-	with, together	contain conference confined conserve
trans-	across, beyond	transplant transport transfer transform

In this exercise, separate the word at the left into its two-word parts. Write the prefix on the first line and the root on the second line.

		Prefix	Root
1.	distress	_____	_____
2.	misquote	_____	_____
3.	defend	_____	_____
4.	confront	_____	_____
5.	unequal	_____	_____
6.	immoral	_____	_____
7.	disloyal	_____	_____
8.	transcend	_____	_____

I.B. Prefixes and suffixes

Choose a prefix to make a word that fits in the sentence. Write the prefix on the line in front of the root word.

1. The pot hunters found only one _____ broken pot among the ruins.
   (dis-un)

2. Joe _____ cided to go to the Night Chant after all.
   (de-mis)

3. In the dry desert, it is important to _____ serve as much water as possible.
   (con-im)

4. An _____ perfect sandpainting could ruin the whole ceremony.
   (de-im)

5. The council _____ cussed the problem of the overgrazing on the mountain.
   (trans-dis)

6. The tribe is _____ cerned about the strip mining on Black Mesa.
   (con-un)

7. I _____ placed my new earrings, and now I can't find them.
   (im-mis)

8. The dancer is _____ formed into the "Kachina" as soon as the mask is placed on his head.
   (trans-im)

I.B. Prefixes and suffixes

A **suffix,** you recall, is the word part that is added to the end of the root word. Here is a list of some common suffixes, their general meanings, and example words using each suffix.

Suffix	Meaning	Examples
-tion	act of, condition of being	election direction position situation
-age	process, state rank	marriage encourage passage drainage
-ate	having, showing	celebrate fortunate decorate cultivate
-ity	quality, condition, or fact of being	simplicity security dignity legality
-or	doer, office, action	doctor collector refrigerator ancestor
-ous	marked by, given to	dangerous nervous generous famous

I.B. Prefixes and suffixes

Using the list of common suffixes and their meanings, (-tion, -age, -ate, -ity, -or, -ous) underline the word that contains a suffix in each sentence below. Then write the root word and the suffix on the lines to the right.

EXAMPLE:	Root	Suffix
Pimas were very <u>generous</u> to the early white men.	gener	ous
1. A Navajo "Hand Trembler" is able to locate both the disease and its cause.		
2. The drainage from the mesas enables the Hopis to grow their crops.		
3. According to the Quechans, the creator of the world is named Kwikumat.		
4. When an Apache girl reaches maturity, a special ceremony is performed for her.		
5. The Mountain Spirit dancers are followed by a clown, who can be very humorous.		
6. Maria and Julian Martinez are well known for the quality of their polished black pottery.		

I.B. Prefixes and suffixes

	Root	Suffix
7. The Havasupai cultivate their fields during the spring and summer months.	_____	_____
8. The most well-known religious ceremony in Zuni is the Shalako, a house blessing ritual.	_____	_____

Write the words that match the meanings on the lines below. Use the words in this list for your answers.

numerous	mysterious	legality	marriage
locate	sincerity	instructor	simplicity

1. The state of being married _____
2. The quality of being sincere _____
3. Someone who can teach _____
4. A great number of _____
5. The quality of being simple _____
6. Able to show location _____
7. The condition of being legal _____
8. Marked by mystery _____

UNIT II

II. VOCABULARY

A. *Compound words*

Many English words are formed by writing two words together. These words are called **compound words.** They are made by writing two words as one word. For example:

horse + shoe = horseshoe

Notice that each word does not change in form. Together they make a new word with a new meaning. Compound words are usually made from words you already know, like these:

blue + berries = blueberries
thunder + bolt = thunderbolt
road + runner = roadrunner

Match each word in list **A** with a word in list **B** to make a compound word. The first one has been done for you.

	A	**B**	
1.	*day	writing	daylight
2.	school	fall	_____
3.	cow	ground	_____
4.	hand	beats	_____
5.	hoof	*light	_____
6.	humming	boy	_____
7.	rain	bird	_____
8.	under	house	_____

II.A. Compound words

Underline the compound words in each sentence.

1. I like to eat cornbread when I eat catfish.
2. The men hung a blanket over the doorway of the sweathouse.
3. The roadrunner ran quickly across the highway.
4. A hunter's bowstring was made of horsehair.

Find the correct compound word from those you underlined above to match each definition below. Write the word on the line.

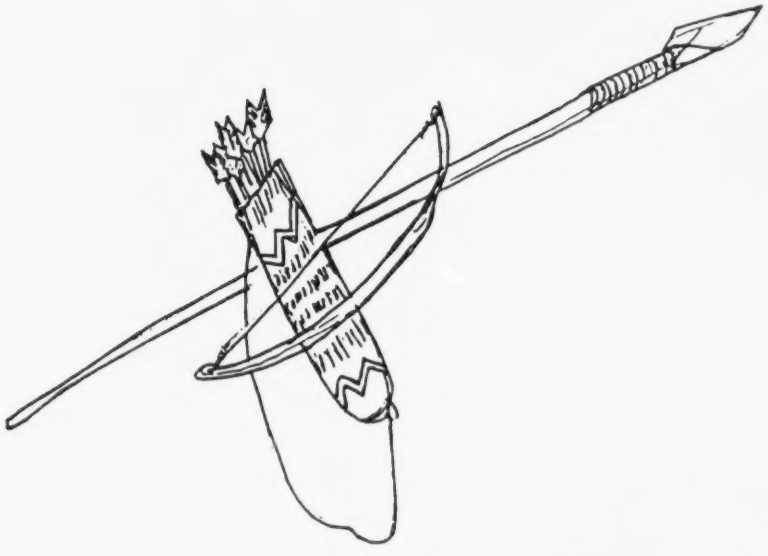
1. A place to take a sweatbath is called a _____.
2. Hair from the mane or tail of a horse is called _____.
3. Bread made from ground maize is called _____.
4. A fast-running bird of the Southwest is called _____.
5. A fish that has long feelers that look like whiskers around its mouth is called _____.

II.A. Compound words

6. A strong string fastened to the two ends of a bow is called a _____.

7. An opening in a wall that a person can use to walk in and out of a room or building is called a _____.

8. A main road, usually built by a government, is called a _____.

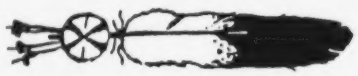


II. VOCABULARY

B. Context clues

Sometimes, when you are reading, you come to a word that you are not familiar with. There are ways of finding out the meaning of the word. You could — and sometimes you should — look the word up in the dictionary. But, before you do, try to guess the meaning of the word by looking at the words that are around it. They will probably give you a clue to the meaning of the unknown word. These are called **context clues.**

Sometimes, an unfamiliar word is defined in the same sentence or one nearby. At other times, the exact meaning may not be told. Often, you can guess the meaning of the word by using the other words as clues. You can also try using a different word that you already know in the sentence to see if it fits the meaning.



Read each paragraph and choose the meaning of the underlined word.

The "Night Chant" is a curative ceremony. It is performed by a holy man, to heal the illness of a tribesman.

1. The word curative means

   a. long
   b. healing
   c. loud

II.B. Context clues

The pueblo of Picuris played an important role in the Pueblo Revolt of 1680. The pueblo provided a large force of fighting men for the campaign against the Spanish.

Southwestern Indian Tribes
Tom Bahti

2. In this paragraph, the word campaign means

   a. war
   b. a type of drink
   c. campsite

There is a nonceremonial kiva in San Juan that is used for public dances. It is the only kiva that non-Indians are allowed to enter. Pueblo kiva ceremonies are restricted to tribal members only. No one else is allowed to attend.

Ritual of the Wind
Jamake Highwater

3. Restricted, in this paragraph, means

   a. outside
   b. limited
   c. public

II.B. Context clues

Besides his bow and arrow, a man made several other weapons. The curved-throwing stick was used in the rabbit hunt. The curve was shaped to look like a hawk's wing. It was the hawk, who carried the stick concealed under his wing, who first taught men to use it.

Pueblo Crafts
Ruth Underhill

4. If something is concealed, it is

   a. lost
   b. able to hunt
   c. hidden, out of sight

Now, read these paragraphs and choose the correct meaning for the underlined word.

A fetish has a force which, if treated with respect, will give help to its owners. A fetish is an object which can be owned by a person, a clan, a secret society, or by an entire tribe. When not is use, the fetish must be kept in a special place and must be protected.

Ritual of the Wind
Jamake Highwater

1. In this paragraph, a fetish is

   a. a type of dance
   b. a holy object
   c. clan

II.B. Context clues

The conversion of the dancer into the Kachina is immediate. As soon as the mask is placed on a dancer, he changes and becomes Rain Power. He cannot walk or talk like a human being any longer. He must not be touched by anyone.

Ritual of the Wind
Jamake Highwater

2. The meaning of the word conversion in this paragraph means
   a. the dancer
   b. inhuman
   c. change, switch

In some tribal myths, the first animals were equal with human beings in size and intelligence. They spoke the same languages and often assumed the shapes of people.

Tepee Tales of the American Indian
Dee Brown

3. The word assumed can mean "taken for granted," but in this paragraph it means
   a. a large animal
   b. changed into
   c. went around

II.B. Context clues

Among the Navajo, a "Hand Trembler" is able to find out the cause of an ailment. Then he suggests a ceremonial cure. The Hand Trembler's skill comes from joining his force with the force of the Gila Monster. This causes the Hand Trembler's arm and hand to shake. Then he can locate the sickness.

Ritual of the Wind
Jamake Highwater

4. In this paragraph, ailment means the same as

   a. sickness
   b. ceremony
   c. shaking

II.B. Context clues

Today, the Western Apaches are among the most progressive tribes in the Southwest. Successful tribal enterprises include stock raising, stores, service stations, and tourist and skiing facilities.

Southwestern Indian Tribes
Tom Bahti

5. The word progressive in this paragraph means
   a. forward moving, successful
   b. foolish
   c. poorest

6. What is the meaning of the word enterprises in this paragraph?
   a. entrances
   b. awards
   c. businesses

II.B. Context clues

The most well-known Deer Dancers come from the larger Yaqui villages. The elaborate headdress is made of a real or an imitation deer head. This is fastened to a white cloth that covers the dancer's head. Red ribbons around the deer's horns stand for flowers.

Ritual of the Wind
Jamake Highwater

7. The word elaborate, in this paragraph, means

   a. very small
   b. carefully made, detailed, fancy
   c. unimportant

8. As used in this paragraph, the word imitation means

   a. not real, but appears to be
   b. very expensive
   c. miniature

II. VOCABULARY

C. *Synonyms, antonyms, and homonyms*

There are many words in English that have the same, or almost the same, meaning. When you say **woods,** you know that it means the same thing as **forest.** These two words are called **synonyms,** that is, words that have almost the same meaning. Here are some other examples of synonyms.

dawn and sunrise
holy and sacred
trail and path
boast and brag

Find the word in list **B** that means the same, or almost the same, as a word in list **A.** Put the letter from list **B** on the line in front of the word in list **A.**

A	B
_____ 1. ask	a. salary
_____ 2. whiskers	b. bent
_____ 3. pound	c. pueblo
_____ 4. crooked	d. question
_____ 5. pay	e. beard
_____ 6. village	f. beat

II.C. Synonyms, antonyms, and homonyms

Find a synonym in the list below for each underlined word. Write the synonym (word that means the same) in the blank space.

watch	bashful
canyon	mix
shine	bushes

7. The Navajo silversmith would <u>polish</u> _____ his jewelry before he sold it.

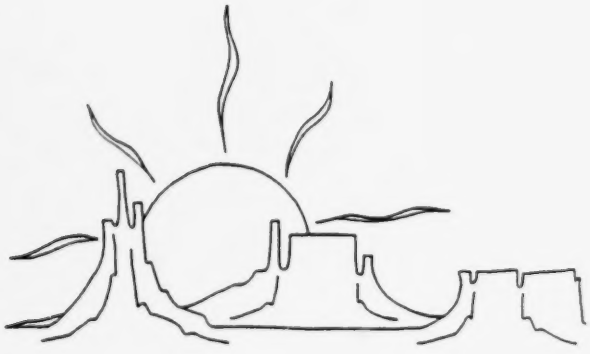
8. The young boy was <u>shy</u> _____ on his first day at school.

9. The ranchers left dogs to <u>guard</u> _____ the sheep.

10. Jackrabbits live in the <u>brush</u> _____ in the desert.

11. To make Piki, you must <u>blend</u> _____ cornmeal with water.

12. From the mesa, we looked down in the <u>gorge</u> _____ .



II.C. Synonyms, antonyms, and homonyms

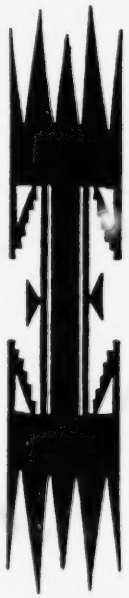
There are many words in English that have opposite meanings. **Begin** is the opposite of **end.** We call these words **antonyms.** Here are some other antonyms:

adult is the opposite of **child**
dark is the opposite of **light**
false is the opposite of **true**
quiet is the opposite of **noisy**

On the lines below, write a word that means the opposite. Choose the antonym from the words listed.

advance	humble	leave	weak
peace	clear	top	far

1. arrive _____
2. powerful _____
3. bottom _____
4. close _____
5. retreat _____
6. cloudy _____
7. proud _____
8. war _____



II.C. Synonyms, antonyms, and homonyms

Homonyms are words that sound alike but have different meanings. They usually have different spellings, but not always. Here are some common homonyms:

deer	—	dear
eye	—	I
bare	—	bear
mayor	—	mare
heal	—	heel
maize	—	maze
rein	—	rain

Circle the correct homonym for each sentence. Be sure the word you choose has the meaning you need in the sentence.

1. My grandmother taught me to (weave, we've) beautiful blankets.

2. The Pimas always planted their corn in (rose, rows).

3. To make good tortillas, you have to (need, knead) the dough.

4. A small brown (toad, towed) hopped onto the rock.

5. My brother's team always (won, one) the basketball games.

6. For this recipe, you need one green (chili, chilly).

7. At the last rodeo, the bull got caught in the (shoot, chute).

8. The little lamb (bald, bawled) when it couldn't find its mother.

II.C. Synonyms, antonyms, and homonyms

Synonyms are words that have the same or almost the same meaning.

big	large
shy	bashful

Antonyms are words that mean the opposite.

hot	cold
big	little

Homonyms are words that sound alike but are spelled differently and have different meanings.

bear	bare
rein	rain

II.C. Synonyms, antonyms, and homonyms

In the exercise below, there are pairs of words. If the words are **synonyms** (means the same), put an **S** on the line between the words. If the words are **antonyms** (opposite), put an **A** on the line. If the words are **homonyms** (sound alike), put an **H** on the line.

1.	sacred	_____	holy	13.	angry	_____	mad
2	attack	_____	defend	14.	close	_____	clothes
3.	quiet	_____	loud	15.	daylight	_____	sunlight
4.	maze	_____	maize	16.	sharp	_____	dull
5.	trail	_____	path	17.	backbone	_____	spine
6.	ax	_____	acts	18.	seas	_____	seize
7.	result	_____	effect	19.	center	_____	middle
8.	hall	_____	haul	20.	buy	_____	purchase
9.	arid	_____	dry	21.	start	_____	stop
10.	brews	_____	bruise	22.	start	_____	begin
11.	peace	_____	war	23.	groan	_____	grown
12.	blaze	_____	flame	24.	hour	_____	our

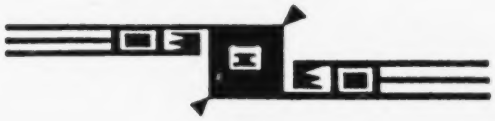
UNIT I & II POST-TEST: WORD ANALYSIS/VOCABULARY

Write the roots for these words on the lines.

1. invert _____
2. disrupt _____
3. credit _____
4. admit _____
5. factory _____

Separate the word at the left into its two-word parts. Write the prefix on the first line and the root on the second line.

	Prefix	Root
6. defeat	_____	_____
7. transplant	_____	_____
8. mismatch	_____	_____
9. discover	_____	_____
10. unusual	_____	_____



Separate the word at the left into its two-word parts. Write the root on the first line and the suffix on the second line.

	Root	Suffix
11. security	_____	_____
12. passage	_____	_____
13. nervous	_____	_____
14. doctor	_____	_____
15. decorate	_____	_____

Match each word in list **A** with a word in list **B** to make a compound word.

A	B	
16. corn	bed	_____
17. river	bow	_____
18. sun	shirt	_____
19. under	bread	_____
20. rain	light	_____

Read each paragraph and choose the meaning of the underlined word.

The maiden found the broken piece of pottery in the sand. She took the sherds home to copy the designs on them.

21. A sherd is

a. sand
b. a pot
c. a piece of broken pottery

When he was praying for rain the Navajo medicine man shook his rattle in a strong, downward direction. This gesture showed the direction of falling rain.

22. What does gesture mean in this paragraph?

a. The movement of the hands
b. A direction
c. A Navajo medicine man

Tell if the following pairs of words are **synonyms, antonyms,** or **homonyms.** If the words are synonyms, write an **S** on the line. If the words are antonyms, write an **A** on the line. If the words are homonyms, write an **H** on the line.

23. dawn _____ sunrise

24. war _____ peace

25. one _____ won

26. rose _____ rows

27. true _____ false

28. bottom _____ top

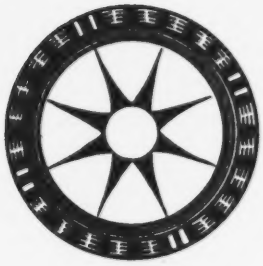
29. forest _____ woods

30. I _____ eye

31. begin _____ end

32. path _____ trail

Unit III



III. COMPREHENSION

A. *Following directions*

Directions are included with many products you buy. Even canned food has a label that tells how to prepare it. To learn to follow directions well, you must read, understand, and remember each step. Here are three hints to help you follow directions.

1. Know why the directions are given.
2. Try to imagine each step of the directions as you read them.
3. Be sure you understand the order of the steps as they are given. Words like **first, next, after, that,** and **finally** will help you understand the order.

Here is a recipe for Navajo tea. The Navajos make this tea from a plant that grows wild in the desert. The Navajos call this plant, "the Navajo Tea Plant." The Hopis call it, "Hopi Tea," and not too surprisingly, the Mormons call it "Mormon Tea."

WORDS YOU NEED TO KNOW:

fragrant [fra' grent] — having a sweet or pleasing smell

NAVAJO TEA

The wild tea plant grows in the desert and blooms in the spring. About one foot tall, the plant has small yellow flowers which are left on the plant when it is dried for tea. Collect the plants into small bunches.

III.A. Following directions

When you are ready to make the tea, just drop one bunch of tea leaves into some water and boil together for about 30 minutes. Watch the color carefully. When the water turns a deep brown color, it is ready to drink. This tea is usually served hot rather than cold. It is fragrant and tastes a little spicy. The tea bunch may be used again later to make more tea.

from Joy Hanley,
AAIC

1. How do you gather the plants for making tea? _____

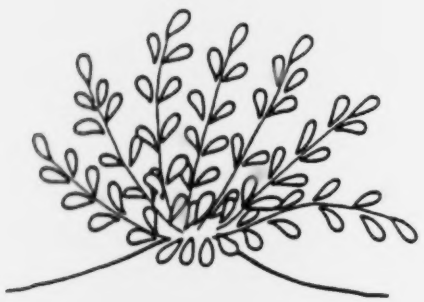
_____

2. How long do you boil the tea and water together?

_____

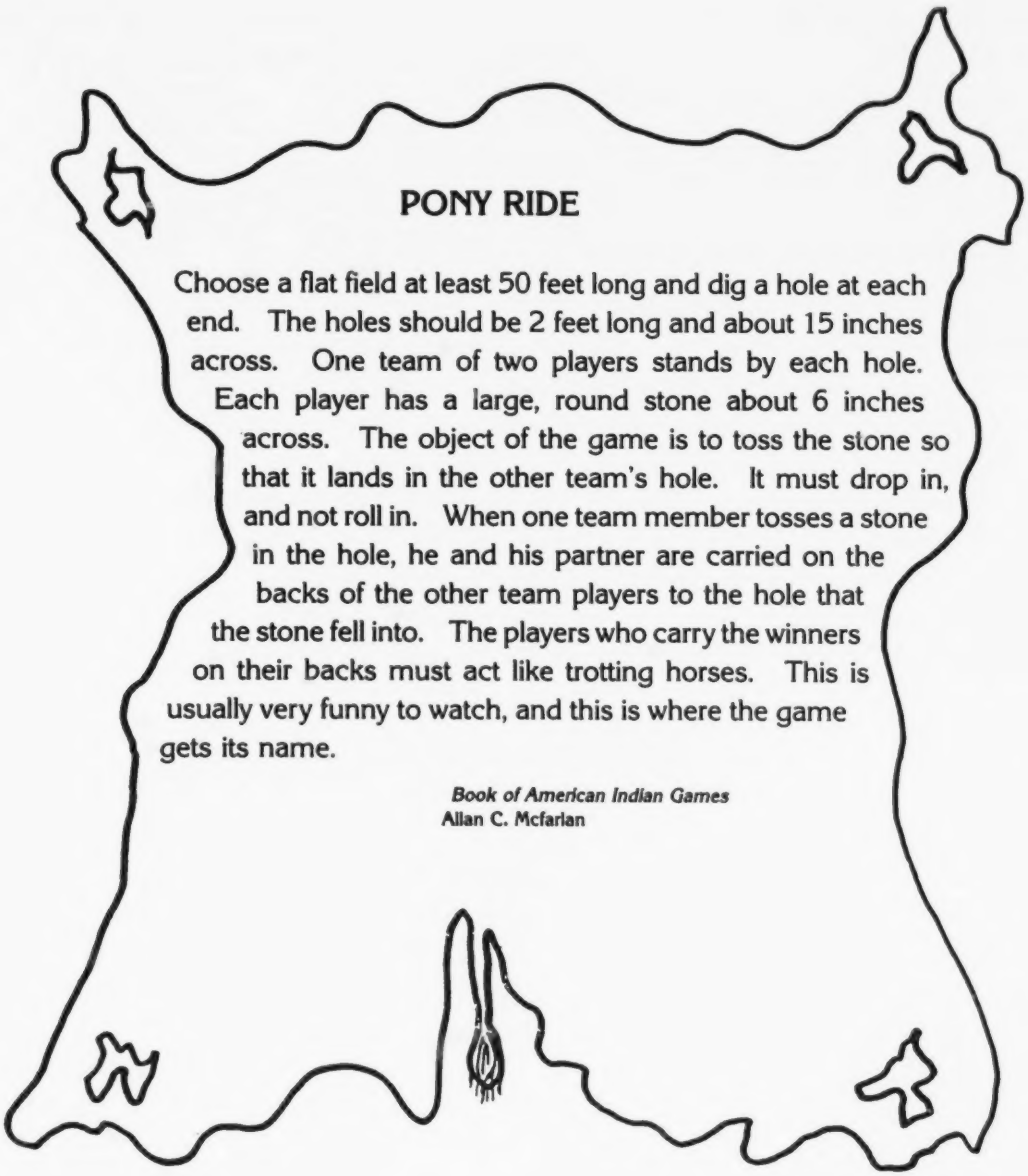
3. How is the tea usually served, hot or cold? _____

4. Can the tea bunch be used more than one time?_____



III.A. Following directions

Here are the directions for playing the Pima stone-throwing game called PONY RIDE.



PONY RIDE

Choose a flat field at least 50 feet long and dig a hole at each end. The holes should be 2 feet long and about 15 inches across. One team of two players stands by each hole. Each player has a large, round stone about 6 inches across. The object of the game is to toss the stone so that it lands in the other team's hole. It must drop in, and not roll in. When one team member tosses a stone in the hole, he and his partner are carried on the backs of the other team players to the hole that the stone fell into. The players who carry the winners on their backs must act like trotting horses. This is usually very funny to watch, and this is where the game gets its name.

Book of American Indian Games
Allan C. Mcfarlan

III.A. Following Directions

1. How long should you dig the holes in the field?

   _____

2. How many players are on each team? _____

   _____

3. It is all right for the stone to roll into the hole?

   _____

4. How long is the playing field? _____

5. How big are the stones used for tossing? _____

   _____

6. What is the object of the game?

   a. To hit someone with a stone
   b. To toss a stone into the hole
   c. To catch a wild pony

7. What happens after a player tosses a stone into a hole?

   a. The winners are carried on the backs of the losers
   b. You must dig a hole in the field
   c. You go home

8. How do the losers act when they carry the winners on their backs?

   a. Like turtles
   b. Like monkeys in a tree
   c. Like trotting horses

III.A. Following directions

Native Americans have used many different ways to send messages. They used drum signals, blanket signals, and fire signals at night. One of the best known signals invented by Native Americans is the smoke signal. Here are directions that tell you how to send smoke signals.

THINGS YOU WILL NEED:

4 stakes of green wood about 3 feet long

4 light sticks of green wood about 3 feet long

dry wood for a fire

green wood or grass that will burn with much smoke

a Smoke Cloth made from a piece of old canvas about 8 feet square

a Signal Cloth made from a piece of old canvas about 5 feet square

a beater made from a long piece of brush

stones

HOW TO SEND SMOKE SIGNALS

Pick a high or open spot where the signals will be clearly visible to watchers. Drive the four stakes of green wood into the ground in the form of a square about 3 feet across. Tie the smaller sticks of green wood across the tops of the four stakes. Build a small,

hot fire in the center of the square. Keep the pile of green leaves or grass nearby. Cut a 12 inch hole in the center of the Smoke Cloth and wet it so that it won't burn. Cover the frame with the cloth and hold it down with stones. You will need to wet the Signal Cloth, too. Put some of the green leaves on the fire through the hole in the Smoke Cloth. Then cover the Smoke Cloth with the Signal Cloth. Wait about thirty seconds for the smoke to build up. Quickly swing the Signal Cloth up in the air. Then, you can hit the side of the Smoke Cloth with the Beater made from brush. This will make distinct puffs of smoke that can be seen from a long distance.

Book of Indian Life Crafts
Oscar E. Norbeck

1. What is the first thing you do? _____

_____

2. How many stakes do you drive into the ground?

_____

3. Where do you put the smaller sticks? _____

_____

4. Where do you build the fire? _____

_____

III.A. Following directions

5. Why do you wet the Signal Cloth and the Smoke Cloth?

_____

6. What do you hit the side of the Smoke Cloth with?

_____

7. In which cloth do you cut a 12 inch hole? _____

_____

8. How long do you wait for the smoke to build up?

_____

9. What are the green leaves and grass for?

   a. To eat
   b. To make a lot of smoke
   c. To spread on the ground

10. Why do you swing the Signal Cloth up?

   a. To release the trapped smoke
   b. To wave at a friend
   c. To cover the smoke

11. In what shape do you drive the stakes into the ground?

   a. Circle
   b. Star
   c. Square

12. What happens when you hit the Smoke Cloth with the beater?

   a. You make distinct puffs of smoke
   b. It makes noise that people can hear from a long distance
   c. It catches on fire

III. COMPREHENSION

B. Sequencing

In almost anything that you read, events will be told in a certain order. When one event comes after another, it is called a **sequence.** Winter, spring, summer, and fall come in sequence each year. You must read very carefully to understand the order of events in a sequence.

Words like **first, next, later, then, last, after that,** and **finally** will help you. For instance, first comes winter, then spring and summer, and fall comes last.

Carefully read this story about Pima marriage customs. Be sure you understand the sequence of events. Then answer the questions.

WORDS YOU NEED TO KNOW:

metate [mĕ tŏ′ tā] — a stone for grinding wheat or corn

custom [kuš′ tum̄] — a way of acting that has become accepted by a group or tribe

PIMA MARRIAGE CUSTOMS

A long time ago, the Pimas had certain customs about marriage. When the young man had chosen a bride, he went to visit her at her house. He took a friend with him who was already married.

III.B. Sequencing

The friend would try to talk the girl into marrying the young man. The young man could only sit in the background without talking at all. This would happen for several nights. If he was favored by the girl, the young man stayed at the house and was accepted as her husband. They stayed at her family's house for four days. On the evening of the fourth day, they went to his family's house. At dawn the next morning, the mother-in-law gave the bride a large basket of wheat to grind in the metate. She was supposed to have it all done by sunrise the next day. If she ran away and left part of the wheat unground, it was a sign that she would not be a very good wife. When she finished the grinding, she went quietly into the house and talked with her new relatives. Then, the groom gave the bride a new blanket, and his parents gave her presents, too.

The Pima Indians
Frank Russell

1. After the young man selected a bride, what did he do?

   a. Visited her at her house
   b. Went home
   c. Kidnapped her

2. When did the couple go to the house of the young man's family?

   a. Right away
   b. After the bride grinds the wheat
   c. After they spent several nights at her house

III.B. Sequencing

3. When did the couple stay at the bride's house?

   a. They never did
   b. After he was accepted as her husband
   c. After they went to his house

4. When did the mother-in-law give the bride the basket of wheat?

   a. At dawn, after the couple's first night in the mother-in-law's house
   b. Two days after they arrived
   c. Before the couple was married

5. What did the groom do when the bride finished grinding the wheat?

   a. Gave her a horse
   b. Gave her a grinding stone
   c. Gave her a new blanket

6. When was the bride supposed to be finished grinding the wheat.

   a. By the next sunrise
   b. In one hour
   c. In one week

7. Where did the bride go after she finished grinding the wheat?

   a. To her mother's house
   b. Into her mother-in-law's house
   c. She ran away

8. When did the bride get presents from her in-laws?

   a. Before she got the basket of wheat
   b. After she finished grinding the wheat
   c. While she was grinding the wheat

III.B Sequencing

The Pueblos have always made very fine clay pots. The potters have to prepare their own clay from materials in the ground. Each village usually has its own clay pits. Here is a story about the way that Pueblo women prepare clay for making pots.

WORDS YOU NEED TO KNOW:

texture [těks′ cheř] — the look and feel of something

HOW THE PUEBLOS PREPARED CLAY FOR MAKING POTS

First the Pueblo potter digs the clay out of the clay pit. While she is digging, she asks the earth's permission to take the clay. The Pueblos do this because they believe that clay and rocks have feelings and that people must stay on friendly terms with everything in the world. After she has dug up the clay that she needs, she must also find some very fine sand to mix with the clay. Then she takes the clay and the sand home. After she brings the clay home, she pounds the hard lumps and takes out all the pebbles. She grinds the clay on a stone, just like she grinds cornmeal, until it is as soft and fine as powder. She has to sprinkle water on the clay to make it easy to grind. The next step is mixing the clay with fine sand. Adding sand to the clay changes the texture of the clay and keeps the pot from exploding in the fire when it is baked. If the potter isn't going to use the clay right away, she wraps it in a wet cloth to keep it from getting hard again.

Pueblo Crafts
Ruth Underhill

Here are the events of the story. They aren't in the right order. There is a 1 on the line in front of the first step of the story. Put the numbers 2, 3, 4, and 5 on the lines to show the sequence of events.

1. ____ She grinds the clay on a stone.

2. ____ She pounds the lumps and takes out all the pebbles.

3. ____ The next step is mixing the clay with fine sand.

4. ____ She must also find some very fine sand.

5. 1 First the Pueblo potter digs the clay out of the clay pit.

III.B Sequencing

Now, answer these questions about the story.

6. While the woman is digging the clay, what does she do?

   a. Sings to the earth
   b. Asks the earth's permission to take the clay
   c. Stamps the earth with her feet

7. What must the woman find after she digs the clay?

   a. More clay
   b. Fine sand
   c. A grinding stone

8. What is the first thing the woman does when she gets home with the clay?

   a. Mixes the clay with water
   b. Mixes the clay with sand
   c. Pounds the hard lumps and takes out the pebbles

III.B. Sequencing

First, the Pueblo woman makes the pots. Then she must harden them in the fire, or they will crumble. The Pueblo woman builds her own oven each time. The pots cannot be baked in a regular oven. Read this story carefully so that you will understand the sequence of events for firing the pots.

WORDS YOU NEED TO KNOW:

firing [fīr′ ing] — baking pots in a special oven

fuel [fyōō′ ăl] — something burned for heat or power

HOW THE PUEBLOS FIRED POTS

The Pueblo potter chooses a windless day so the fire will keep an even heat. Early morning is the best time for firing because the wind often comes up in the afternoon. First, the woman builds the floor of the oven. She uses tin cans standing on end with a piece of metal across them. She puts the pots on this floor. Then, she builds walls out of sheet metal around the pots so that the fire won't touch them. She also uses sheet metal to make the roof of the oven. After that, the potter covers the whole oven with cow dung, which is her main fuel. She uses cow dung because it burns very slowly and very evenly. Next, the potter pushes cedar chips in under the floor of the oven and lights them. The cedar chips start the cow dung burning. Slowly, the dung catches fire, and all the potter has to do then is wait and hope that no wind comes up. She lets the fire burn about two hours. If the dung is still burning, she pulls the fire apart. Finally, the potter leaves the pots in the oven all night, so that they will cool slowly and not crack.

Pueblo Crafts
Ruth Underhill

III.B Sequencing

Here are the events of the story. They aren't in the right sequence. Put them in order using numbers 1, 2, 3, 4, 5, 6, 7. The first one has been done for you.

1. ____ Next, the potter pushes cedar chips in under the oven floor and lights them.

2. ____ Then she builds walls and a roof out of sheet metal.

3. ____ She lets the pots cool over night.

4. ____ She puts the pots on this floor.

5. 1 The woman starts by building the floor of the oven.

6. ____ After that the potter covers the whole oven with cow dung.

7. ____ She lets the fire burn about two hours.

III.B Sequencing

Now, answer these questions about the story:

8. When does the woman use the cow dung?

   a. After she has built the oven
   b. After she puts the cedar chips in
   c. After the fire dies down

9. When does the woman take the pots out of the oven?

   a. As soon as the fire dies out
   b. One hour after they are fired
   c. After letting them cool all night

10. When does the woman put the cedar chips in under the oven floor?

    a. Before she puts the roof on
    b. After she covers the oven with cow dung
    c. When she takes the pots out

11. When does the woman start to build the oven?

    a. Early in the morning
    b. In the afternoon
    c. After dark

12. What is the first thing the woman does?

    a. Puts the cow dung on the oven
    b. Puts the roof on
    c. Builds the floor of the oven

III. COMPREHENSION

C. *Finding the main idea*

When looking for the main idea of a paragraph or story, ask yourself **who** or **what** the paragraph is about. Then, you should ask yourself what the writer wants you to know about **who** or **what.**

The main idea is the most important idea in the paragraph. It is often the first sentence of a paragraph. But it could also be found in the middle or at the end of the paragraph. The other sentences give you more information about the main idea.

Read these paragraphs and ask yourself the **who** or **what** questions to find the main idea. Answer the questions that follow each paragraph.

WORDS YOU NEED TO KNOW:

Betatakin [be to′ to kin] — a cliff village ruin

attractive [u trak′ tiv] — very pretty

Betatakin is one of the most attractive cliff dwellings in the Southwest. Deep in the canyon, built into a huge shell-like cave, is a group of "apartment" houses and towers. A pueblo tribe once lived here. They lived in Betatakin from 1242 until 1300. There are 50 rooms including six kivas and thirteen open patios. Betatakin, which means "Hillside House," was rediscovered in 1909 and carefully restored in 1917.

The First American
C.W. Ceram

III.C. Finding the main idea

1. The main idea of the paragraph is

   a. The discovery of Betatakin
   b. Very large sandstone cliffs
   c. The Betatakin cliff dwelling

   WORDS YOU NEED TO KNOW:

   turquoise [tĕr′ koys] — a blue-green stone

Many Santa Domingo villagers add to their incomes by selling craftwork. They make some pottery and silver jewelry. But the villagers are best known for their shell and turquoise beads. These necklaces are in much demand by Indians of other tribes.

Southwestern Indian Tribes
Tom Bahti

2. What is this paragraph about?

   a. The craftwork of Santa Domingo villagers
   b. Indians demand necklaces
   c. Villagers must add to their incomes

III.C. Finding the main idea

WORDS YOU NEED TO KNOW:

Havasupai [hă vă sū′ pī] — northwestern Arizona tribe

Havasupai men produced a very high quality buckskin. They tanned it with the roasted deer brains and spinal cord marrow. This was a long, slow process of scraping, soaking, and burying the skin in wet sand. Then they rubbed it between their hands until it was soft.

From these skins, they made moccasins and clothing for the entire family.

People of the Blue Water
Flora Gregs-Iliff

3. What is the main idea of this paragraph?

   a. How to make moccasins
   b. How the Havasupais made buckskins
   c. How the men made clothing

III.C. Finding the main idea

WORDS YOU NEED TO KNOW:

Gan [Găn] — Apache deity

Among the Apache, the Mountain Spirits, called Gan, are like the Hopi Kachina. The Gan brought farming to the Apache. Once they lived with ordinary people. But they didn't want to die, so, they left and found a world where life lasts forever. Apache masked dancers dress and act like the Gan at many ceremonies. One important ceremony is the Mountain Spirit Dance. This takes place during each night of the girl's puberty rite.

Ritual of the Wind
Jamake Highwater

4. What is the paragraph about?

   a. The Apache Mountain spirits, or Gan
   b. The girl's puberty rite
   c. Ordinary People

III.C. Finding the main idea

A story can be made up of several paragraphs. Each paragraph will have a main idea or thought. The whole story, itself, will also have a main idea. By using the main ideas of the paragraphs as clues, you should be able to find the main idea of the story.

The following story is part of the creation myth of the Jicarilla Apache. Read the story and answer the questions that follow.

WORDS YOU NEED TO KNOW:

emergence [ĕ mĕr′ jĕns] — to come out of

Jicarilla Apache [Hĭk ŭ rē′ yŭ ŭ pă chē] — Southwestern tribe

images [ĭ mă jĭs] — shaped figures

ochre [ō′ kĕr] — an iron ore

1. In the beginning there was no ground, no earth, and no living people. Only the Hactcin (holy spirits) existed. All the Hactcin were here from the beginning. They had the material out of which everything was created.

2. They made the World first, which included the Earth and the underworld. Then they made the sky. The Earth was made in the form of a living woman, and they called her Mother. They made the Sky in the form of a man and they called him Father.

III.C. Finding the main idea

3. In the beginning, there were all kinds of Hactcin living in the underworld, in the place where the emergence started. At that time the Jicarilla Apache were living under the Earth. There was nothing but darkness, and everything was spiritual and holy just like the Hactcin. Everything was like a dream. The people were not real. They were not flesh and blood. They were like shadows of things at first.

4. In the darkness, Black Hactcin was the leader. He was the most powerful Hactcin. He first made an animal out of mud and that is why children like to play with mud images. All kinds of animals were made from the body of the first animal so he would not be lonely. All the animals could speak the Jicarilla language. Black Hactcin made different kinds of food for each animal and gave them different places to live.

5. Black Hactcin then made a bird from mud and whirled it around until the bird grew dizzy and saw many images around him. He saw all kinds of birds there: eagles, hawks, and small birds. When he recovered, the birds of his vision had become real. Black Hactcin then made different kinds of food for each bird and gave them different places to live.

III.C. Finding the main idea

6. From a nearby river, Black Hactcin picked up some moss and rolled it between his hands. He threw it into the river and it became frogs, fish, and all things that live in water.

7. The birds and animals gathered different objects for Black Hactcin so he could make man. They gathered pollen, iron ore, water scum, red ochre, white clay and stones, jet, turquoise, red stone, opal, and shells.

8. All the Hactcin worked together creating man. They traced an outline of a figure on the ground, making it just like Black Hactcin. They wanted man to be created in his image. Black Hactcin then covered the traced outlines with pollen and placed the other objects and stones around the inside. These became the flesh and bones of man. The veins were of turquoise, the blood of red ochre, the skin of coral. The fingernails and teeth were of opal, the pupils of the eyes were made of jet, and the whites of the eyes were of shell. He took a dark cloud and fashioned the hair. It becomes a white cloud when you are old. This became man, and he came to life after Black Hactcin sent his wind into his body.

The Spirits of Sacred Mountains
William E. Coffer

III.C. Finding the main idea

1. According to the story, who created the Earth and the Sky?

   _____

2. What is paragraph 2 about?

   a. The forms of the Earth and the Sky
   b. A mother and a father
   c. The underworld

3. In the beginning, where were the Hactcin living?

   _____

4. What is the main idea of paragraph 4?

   a. To show the different uses of mud
   b. To explain the darkness
   c. To tell how Black Hactcin made the first animals

5. What is paragraph 5 about?

   a. The creation of the birds
   b. Why birds get dizzy
   c. The different kinds of bird food

6. What does paragraph 8 tell you about?

   a. How to make hair
   b. How man was created
   c. How eyes are made

7. What is the main idea of the whole story?

   a. How all things in this world were created
   b. The many different Hactcin
   c. How the Hactcin were made

8. What would be a good title for this story?

   _____

III. COMPREHENSION

D. *Supporting details*

Each paragraph has a main idea. This is usually found in the topic sentence. The other sentences contain facts about the main idea. These facts are called **supporting details.** Supporting details answer questions about the main idea like:

who?
what?
when?
where?
how?
how many?
why?

Supporting details give you examples or more clearly describe the main idea. This helps you understand the main idea.

Look for the supporting details as you read this paragraph about Pendleton blankets. Remember, details are facts that explain or describe the main idea.

The Pendleton blanket is a favorite of Navajo men and women. The blankets are made by the Pendleton Woolen Mills of Portland, Oregon. Long ago, the mill sent designers to the Navajo reservation. They spent a lot of time with the people. They learned about special Navajo symbols. The designers also learned which colors and patterns the Navajos like best. So, it is not surprising that the Navajos like them very much. Although these blankets are machine made, some people think the Navajos make them.

American Indian of the Southwest
Bertha P. Dutton

III.D. Supporting details

The main idea is underlined in the paragraph above. What does it tell you? It tells you that the Navajos like Pendleton blankets. The other sentences have more information about the blankets. Now, answer these questions.

1. How are these blankets made? _____

   _____

2. Who makes the blankets? _____

   _____

3. What three things did the designers learn at the Navajo Reservation?

   a. _____

   b. _____

   c. _____

4. Who do some people think make these blankets? _____

   _____

III.D. Supporting details

Carefully read the following paragraphs. Be sure to look for the details that tell you about the main idea.

WORDS YOU NEED TO KNOW:

isolated [ī sō lāt′ ĕd] — to set apart; separated from other people

The Havasupai [Hă vŭ sōō′ pīe] are the most isolated tribe in the United States. You can only reach their reservation in Havasu Canyon on foot or on horseback. You must travel over two long trails that lead down from the rim of the canyon. The Havasupai used to live there only during the spring and summer months. While there, they farmed tiny gardens. In the winter, the land along the river bottom became cold and damp. The steep canyon walls shut out all of the sunshine. Then, the tribe moved to their winter home on the plateau.

Southwestern Indian Tribes
Tom Bahti

1. Where is the Havasupai Reservation? _____

_____

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III.D. Supporting details

2. What are the only two ways to get to the Havasupai Reservation?

   a. _____

   b. _____

3. When was the only time the Havasupai used to live in the canyon?

   _____

4. Where did the tribe go for their winter homes?

   _____

5. What makes the land along the river bottom cold in the winter?

   _____

To the Cocopah [Kō′ kō păh], dreams were very important. Dreams would tell the Cocopahs about the future. And, dreams were a source of power. Dreaming about certain things had special meanings. Dreaming about a mockingbird meant the dreamer would become a great speaker. Dreaming about an owl meant someone would die. If a dream told about failure, the Cocopahs would change their plans. Sometimes the Cocopahs used jimson weed to make them dream about success in gambling.

Southwestern Indian Tribes
Tom Bahti

III.D. Supporting details

6. What did dreams tell the Cocopahs about? _____

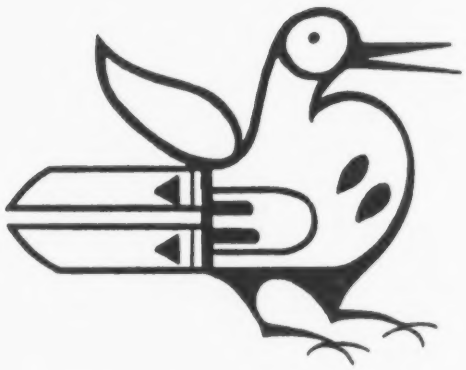
_____

7. If a dream told about failure, what did the Cocopahs do?

_____

8. If a person dreams about a mockingbird, what will happen?

_____



III. COMPREHENSION

E. Drawing conclusions

To draw a conclusion means you make a decision. Your decision is based on the facts in a paragraph or story.

The writer may not tell you how a character really feels. He may not tell you what time it is, or what the weather is like. But, from what he does say, you can come to a conclusion about these things. Review the facts that are given before you make a decision. Then you can draw a correct conclusion.

Read the poem and answer the questions that follow.

SKY

Night

here it comes,
it comes gradually

Stars

there they are,
they watch over me

Moon

she's coming up,
coming to light my way

Sleep

I feel it,
it feels so good

Sun

wait sun,
hold back the day

When It Rains,
Papago and Pima Poetry
Cecelia Nunez
Ofelia Zepada, Editor

III.E. Drawing conclusions

1. How does this writer feel about nighttime?

   a. She is afraid of the night
   b. She enjoys nighttime
   c. She doesn't care for it

2. What does the writer like best about nighttime?

   a. The Sun
   b. The Moon
   c. Sleeping

3. Why does the writer want the sun to wait?

   a. She wants the night to last longer
   b. It's too hot
   c. She doesn't like the sun

4. What is the overall feeling you get about the night sky in this poem?

   a. It is very dangerous
   b. It is friendly and protective
   c. It should be avoided

Now read the following stories and answer the questions that follow them.

WORDS YOU NEED TO KNOW:

pricklypear [prĭk′ lē pair] — cactus with flat disk shaped pads

courteously [kĕr′ tē ŭs lē] — politely

desperate [dĕs′ pĕr ĭt] — in despair

III.E Drawing conclusions

TURTLE AND COYOTE

One day, in the very hot month of August, a turtle was walking along under the branches of the pricklypear cactus. She was eating the ripe red fruit that had fallen to the ground. Her mouth was all red from the juice.

As she walked along, she came upon a hungry coyote. The coyote greeted her very courteously, and asked, "What have you eaten to make your mouth all red?"

"I just ate a man. And if you bother me, I shall eat you too," the turtle replied, opening her mouth and showing her teeth.

The coyote was frightened. After a time he said, "Friend turtle, tell me where I can find something to eat."

"Come with me. At a big ranch, I have some friends. They always feed me, and everything they give me will be for you." Talking thus, they walked along. The coyote and the turtle had been walking for some time. Then, the coyote, desperate with hunger, said, "When will we arrive at this ranch? Is it very much farther?"

"No, no it isn't far," answered the turtle.

They went on walking for a long time. Again the coyote asked, "Is it far away?"

III.E. Drawing conclusions

"No, not far," answered turtle, walking at her own very slow pace. The coyote, about to fall down from hunger, said to the turtle, "Why don't you walk just a bit faster?"

"Oh," said the turtle, "I can't walk very fast. When I travel fast, smoke begins to rise from my feet. Look at my feet and you'll see there is no smoke under them at all."

The coyote put his nose down and walked behind the turtle, looking at her feet — and dying of hunger. Finally the coyote fell down in a faint, without strength. He did not eat the turtle, nor did he eat at the ranch, nor did he ever see smoke rise from the turtle's feet. He died. And the turtle went on walking.

Yaqui Myths and Legends
Ruth Giddings

1. Why did turtle tell coyote that she had just eaten a man?
   a. It was the truth
   b. She really wanted to eat a man
   c. She was afraid coyote might try to eat her

2. Why did coyote call her "friend turtle"?
   a. All coyotes and turtles are friends
   b. To show that he would not hurt her
   c. He doesn't really like turtles

III.E. Drawing conclusions

3. Why did turtle tell coyote to come with her?

   a. She wanted to trick him
   b. She thought she could help him
   c. She wanted company

4. What words in the story make you think that turtle didn't care what happened to coyote?

   a. "and everything they give me will be for you."
   b. "Is it far away?"
   c. And the turtle went on walking.

Now read this story about a beautiful Hopi maiden and see what conclusions you can correctly draw.

WORDS YOU NEED TO KNOW:

Oraibi [ō rī′ bē] — a Third Mesa Hopi village

Bakavi [bŏ′ kŭ vē] — a Third Mesa Hopi village

rival [rī′ văl] — an opponent

Moenkopi [mŭn′ kō pē] — the most westerly of the Hopi villages

jabbered [jă′ bĕrd] — to talk fast without much meaning

constantly [kŏn stănt lē] — all the time, non-stop

III.E. Drawing conclusions

THE ROOSTER, THE MOCKINGBIRD, AND THE MAIDEN

In the old days, many Hopis lived at Oraibi. The birds and animals lived as equals among them. In the pueblo of Bakavi, a beautiful maiden lived. She refused all offers of marriage.

On another side of Oraibi, lived a very proud Rooster. He could turn into a man whenever he wanted to. He heard about the beautiful maiden and decided to visit with her. He changed himself into a handsome youth. He wore a red shirt with black lines. He also wore turquoise earrings and red feathers on his head. The maiden was very pleased with him. She told him to return in four days and she would marry him.

Nearby, there lived a Mockingbird. He was a strong rival of the Rooster. When he heard that the girl was going to marry the Rooster, he became angry. He changed himself into a beautifully dressed young man. He rushed over to visit the maiden. He was handsome and his voice was so musical. The girl decided she would marry him instead of the Rooster.

The Rooster learned of this. He ran to the Mockingbird and shouted, "Not so. It is I who shall marry her. You are not worthy of her. I own all these people around Oraibi.

They are mine. When I crow in the morning, they all get up."

"I am worth more than you," cried the Mockingbird. "When I twitter and sing in the morning, I make the sun come up."

"Very well," said the Rooster. "Let's see who is worth the most. In three days we shall have a contest and see who can make the sun rise. Until then, no one shall marry the maiden."

The Mockingbird agreed, and they both left.

The Rooster decided to go to Moenkopi. He asked the wisest of the Roosters and Hens to teach him how to make the sun rise.

"Very well," the Rooster chief said, "the Mockingbird is very powerful and he has the help of the Great Thunderbird. But we shall try."

They taught the Rooster to sing songs and crow until the sun rose.

"Now, go home and show the Mockingbird that you can make the sun come up," said the Rooster chief.

The Rooster went back to Oraibi and rested. Then he told

Mockingbird to come to his house that night for the contest. After the Rooster left, the Mockingbird went to see the Great Thunderbird. He told him the time had come to prove his power over the sun. Then he went to the Rooster's house. All through the night the Rooster sang and crowed until the first yellow of daylight came. Then he finished the last two songs he had learned and began crowing with all his might. About this time, however, the Great Thunderbird flew up and spread his large wings across the eastern sky, covering up the dawn. No matter how loud the Rooster crowed, the sun did not hear him. The Mockingbird laughed and said, "You have failed."

"Yes," the Rooster answered, "you have great powers. You know how to make the sun rise. You have won the maiden for your wife."

And so Mockingbird married the beautiful girl. Later on, the Rooster also found himself a wife. By and by, children were born. Those of Mockingbird talked and jabbered constantly like their father. But, the children of the Rooster were kind and gentle and did not talk so much.

Tepee Tales of the American Indian
Dee Brown

III.E. Drawing conclusions

1. Why did the Mockingbird want to marry the maiden?

   a. He was jealous of the Rooster
   b. He loved the maiden
   c. He was better looking then the Rooster

2. How did the Rooster feel when he heard that Mockingbird would marry the maiden?

   a. Pleased
   b. Sad
   c. Angry

3. Why did Mockingbird agree to the contest?

   a. He liked to play games
   b. He knew the Great Thunderbird would help him to win
   c. The maiden wanted him to

4. Would Mockingbird have won the contest without the help of the Great Thunderbird?

   a. Yes
   b. No

III. COMPREHENSION

F. *Cause and effect*

Some events are the result of actions or causes. If you hit your finger with a hammer, it hurts. Hitting your finger **causes** it to hurt. Now, look at this sentence.

The "Cliff Dwellers" left Mesa Verde around 1300 because a long drought made farming impossible.

The long drought caused something to happen. What was the result or **effect** of the long drought? The drought had two effects; farming became impossible, and the people moved away. This relationship is called **cause and effect.** To understand cause and effect, first ask yourself **what happened** (the effect). Then ask, **what made it happen** (the cause).

Look for the **cause and effect** relationships in these paragraphs, and answer the questions that follow.

WORDS YOU NEED TO KNOW:

Japanese [Ja pa nez'] — a native of Japan

In World War II, the Navajos performed a special and very useful service. The Japanese had broken many U.S. radio codes. So, the army had teams of Navajos send messages in their own language. The Japanese could not break this code. They had never learned Navajo. Apache was another language used as a secret code. Many Apaches also served as "code talkers."

The Apache Indians,
Raiders of the Southwest
Gordon C. Baldwin

III.F. Cause and effect

1. What caused the army to have teams of Navajos send important messages in Navajo?

   a. No one was left to send messages
   b. The Japanese began cracking U.S. codes
   c. They couldn't break the Japanese codes

2. What resulted from the Japanese not knowing the Navajo and Apache languages?

   a. The Japanese could not figure out the messages sent by the Navajo and Apache code talkers
   b. The Japanese learned these two languages
   c. They turned to a different channel

An Apache man and his mother-in-law were not supposed to see each other. Their houses were built so that the doorways were not in sight of each other. When a woman knew her son-in-law was outside, she was careful to keep out of sight. He did the same for her. A woman sometimes met her son-in-law by chance. Then she would throw her blanket over her head and turn away. The man would also turn and go away.

The Apache Indians,
Raiders of the Southwest
Gordon C. Baldwin

3. Why were the two houses built so that the doorways were not in sight of each other?

   a. To prevent overcrowding
   b. There was nowhere else to build them
   c. To keep a woman and her son-in-law from seeing each other

III.F. Cause and effect

4. Choose <u>two</u> things that resulted when a woman met her son-in-law by chance.

   a. They bumped into each other
   b. The woman covered her head and turned away
   c. The son-in-law turned and went away.

Now read these stories. There are several cause and effect relationships, so watch for them. Answer the questions that follow each story.

WORDS YOU NEED TO KNOW:

juniper [jŭ′ nĭ pĕr] — an evergreen tree

Hotevilla [Hōt′ vē lŭ] — Hopi village on Third Mesa

favorite [fā′ vĕr ĭt] — liked best

Kachina [Kŭ chē′ nŭ] — Hopi spirit messengers to the rain gods

THE MOCKINGBIRD AND THE HOPI FARMER

In a <u>juniper</u> tree not far from the village of <u>Hotevilla</u> lived a mockingbird. He spent much of his time hunting for insects. His <u>favorite</u> spot was a cornfield near where he lived.

He would often see a farmer hoeing in the cornfield. As the man worked, he sang. One day when the mockingbird was hunting insects in the cornfield he asked the man, "Why are you singing?"

III.F. Cause and effect

"I am singing because it makes the corn and melon plants happy," said the man. "When the plants are happy they grow large. When they grow large they bear plenty of corn and watermelons."

"I didn't know that," said the mockingbird. "I will help you sing. I know many songs."

The man was pleased to have the help and said, "I will help you look for insects when I have finished hoeing." The mockingbird sang his best bird songs and the man sang his favorite Kachina songs.

Each time the man sang a song he would remember the Kachinas that had come to the village to sing and dance. Each time they came he would learn a new song.

When the man finished hoeing, they both stopped singing. "Now let us hunt for some insects," said the man. In a short time they had caught enough for a good meal for the mockingbird.

They both sat under a tree and ate their lunch. They talked for a while and then the man went home to his village and the mockingbird went home to the juniper tree.

Hopi Legends
Don Douglass, Editor

III.F. Cause and effect

1. What does the man do because it makes the corn and melon plants happy?

   _____

2. What two things result when the plants are happy?

   a. _____

   b. _____

3. What caused the man to be pleased? _____

   _____

4. What caused the man to remember the Kachinas?

   _____

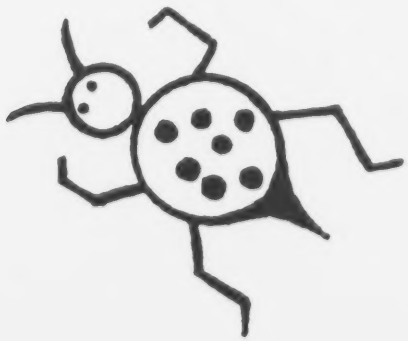
5. What was the result of the Kachinas visiting the village?

   _____

6. What caused the man to help the mockingbird catch insects?

   _____

   _____



III.F. Cause and effect

WORDS YOU NEED TO KNOW:

paradise [pair′ ĭ dīz] — a place of beauty

tourists [tŭr′ ĭsts] — people who travel in the area

sheriff [shĕr′ ĭf] — a law official

Hawley Lake [Hŏ′ lē lāk] — name of the new lake

The White Mountain Apaches wanted to make use of their natural paradise. Their reservation has mountains, streams, lakes, and forests. In 1954, the tribal council decided to develop their land into a playground for tourists, hunters, and fishermen.

One of their first projects ran into trouble. They planned to build a dam. This would form a lake on one of the small streams of the Salt River. The Salt River Valley Water Users' Association took action to stop them. They claimed the water belonged to them. They got a court order to stop the tribe. They forced the work crews off the damsite.

The Apaches thought that they should claim the water on their land, not some outside group hundreds of miles away. Quietly they hired other workers. The work went on.

Papers were drawn up ordering them to stop the work. The papers were given to the sheriff to serve, but the Apaches remembered the tactics of their ancestors. They blocked all roads to the site with bulldozers. They stationed armed guards all around the area. They told state police that only tribal police or U.S. marshals could serve papers on the reservation.

By working around the clock, the dam was finished in ten days. The new lake was named Hawley Lake. Legal action went on in the courts for ten more years. The suit against the Apaches was finally tossed out in 1966. By that time, the tribe had already built 26 more lakes.

The Apache Indians,
Raiders of the Southwest
Gordon C. Baldwin

7. The desire to develop their high country land resulted in

   a. a plan to build a dam on the Salt River
   b. a natural paradise
   c. a loss of natural resources

8. What caused the Salt River Water Users' Association to take legal action against the tribe?

   a. They wanted more land
   b. They thought the tribe had too much water
   c. The tribe planned to build a dam on the Salt River

III.F. Cause and effect

9. What was the result of the court order against the building?
   a. The tribe stopped planning projects
   b. The work crews forced off the damsite
   c. The construction crew took a wrong turn

10. What was the effect of the tribe hiring other workers to build the dam?
   a. The work was not completed
   b. The Association tried to stop them
   c. The work on the dam went on

11. What caused the sheriff to be unable to serve the papers with the order to stop work on the dam?
   a. Bulldozers and armed guards stationed all around the area stopped him
   b. He couldn't find the dam site
   c. State law enforcement officers stopped him

12. What was the effect of the work crews working around the clock?
   a. They were very tired and quit
   b. The sheriff was able to stop them before the work was finished
   c. The dam was completed in ten days

III. COMPREHENSION

G. *Fact and opinion*

A **fact** is something that you can prove to be true.

Snow is cold.

This is a fact because you can touch snow and feel the cold.

An **opinion** is how you feel or think about something.

Snow is fun to play in.

This is an opinion because it is true only for some people. It may not always be true. Some people may not agree that snow is fun to play in.

Statements that say **I think, I like, I wish,** and **I feel** are usually opinions. But not all opinions have these words. Be on the lookout for words like, **better, best, worse, worst, good,** and **bad.** These words may mean that the statement is an opinion and not a fact, as in this example.

Pauline weaves the best rugs on the reservation.

This is an opinion, even if the speaker believes it is true. Someone else may not agree with this agreement.

III.G. Fact and opinion

In this exercise, put an **F** by the sentence if it is a **fact,** and an **O** if the sentence is an **opinion.**

1. _____ Rain is wet.
2. _____ Rainy days are no fun.
3. _____ A horse has four legs.
4. _____ Cars are more useful than horses.
5. _____ Everyone needs a car.
6. _____ Eagle feathers are important for some ceremonials.
7. _____ Pinon nuts taste better than any other nuts.
8. _____ I can run faster than you can.
9. _____ Blankets can be made from wool.
10. _____ No one makes finer jewelry than the Hopis.
11. _____ Zuni is located in New Mexico.
12. _____ The best time to visit Taos is in the summer.

III.G. Fact and opinion

Now, finish writing two statements that are facts.

1. One way to cook corn is _____

   _____.

2. Clay is used to _____

   _____.

This time, finish writing two statements that are opinions.

3. The best time _____

   _____.

4. Everyone would like _____

   _____.

UNIT III POST-TEST: COMPREHENSION

Read this passage about how the Apaches prepared skins for use. Answer the questions that follow.

The best time to work on a deer or buffalo skin was in warm weather. First, a skin was soaked in water for a few days. Then, the hair was scraped off with a sharpened bone or stone knife. The lumpy spots were rubbed down with a stone and the skin was stretched in the sun to dry. This stiff, thick skin was used to make the soles of moccasins. For clothing, the skin was worked to make it soft. The women soaked the skin in a mixture of deer brains and water. Then, the skin was worked until it softened. Then, they stretched it by pulling at the edges.

The Apache Indians
Sonia Bleeker

1. What is the first thing that was done? _____

_____

2. How long was the skin soaked in water? _____

_____

3. How was the hair taken off the skin? _____

_____

4. When was the skin stretched in the sun to dry?

   a. Before the lumpy spots were rubbed down
   b. After the lumpy spots were rubbed down
   c. Before the hair was scraped off

5. How was the skin stretched?_____

_____

Read this story about how Apache children were raised to obey their elders. Then answer the questions that follow.

From childhood, boys and girls learned to obey their elders. If a child did not obey or listen to her, a mother splashed cold water in his face. This often worked, and the child tried to do better. If it did not work the parent had a plan with the help of an old friend or a grandfather.

At night when the fire in the wickiup was almost out, the child lay half asleep on his bed. A strange humpbacked old man suddenly entered. His tangled hair hung over his face, which was smeared with soot. The buckskins he wore were in shreds. Over his shoulder he carried a big basket. "Where is that boy I heard about way underground?" he cackled. "I've come to take him away with me." The old man's looks and words were those of an evil spirit about whom every Apache child had heard many stories.

It was enough to frighten any child to tears and a promise to behave. Years later, the old friend or grandfather would tell the child the whole story and both usually had a good laugh over it.

The Apache Indians
Sonia Bleeker

6. What is the main idea of this story?

   a. An ugly old man
   b. How children learn to obey
   c. How bad the children were

7. What did a mother do if a child did not obey?

   a. Spank the child.
   b. Send the child to his grandfather.
   c. Splashed cold water in his face.

8. Who would help the parents teach their children to obey?

   a. An old friend or a grandfather
   b. An ugly old man
   c. A stranger

9. What was the basket used for?

   a. To carry wood
   b. To carry the old man's food
   c. To carry the child away in

10. Why were the children afraid of this old man?

   a. They had been told stories about the evil spirit
   b. They only pretended to be afraid
   c. He was a stranger

11. What effect did the evil spirit have on the child?

    a. The child would run away
    b. The child went to live in the underworld
    c. The child promised to behave

12. What did the old man have on his face?

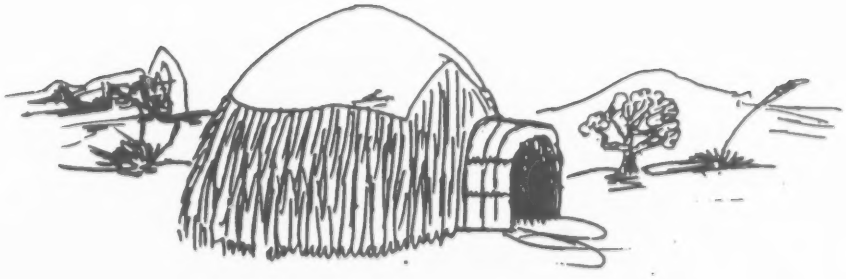
    a. Paint
    b. Soot
    c. Grease

13. What would cause a child to be splashed in the face with cold water?

    a. Not obeying his elders
    b. A fall in the creek
    c. A cold rain

14. When did the "evil spirit" visit the child?

    a. In the early morning
    b. During the day
    c. Late at night



Unit IV

IV. STUDY SKILLS

A. *Use of dictionary: Entries; guide words*

Have you ever been reading and found a word you didn't know? Did you know that you could get help from a dictionary? A dictionary will tell you these things about a word:

1. What it means. Many words have more than one meaning. For example, the word **bark** means "the sound that a dog makes," and it also means "the covering on a tree."

2. How to say the word. The dictionary uses a special system to tell you how to say the words. Dictionaries and textbooks sometimes have different systems to tell you how to say words. If you look in the front of the dictionary, you will find a Pronunciation Key that will explain the system to you.

3. How to spell the word. The dictionary will help you with spelling problems. It will tell you how to spell each word correctly.

4. Different forms of one word. The dictionary will tell the different endings a word can have. For example, look at the entry for the word **hunt.** The entry tells you that endings can be added to the word to make the words, **hunter, hunted,** and **hunting.** All of these forms are in the entry for **hunt.**

Many words have more than one meaning. In the dictionary, the different meanings are listed separately and are numbered in order. This way, you can tell where each new meaning begins. When you use a word, be sure you know which meaning you are using and that it makes sense in the sentence.

IV.A Use of dictionary: Entries; guide words

In the Dictionary Entries below, you will find words that have more than one meaning. Use the definitions in the entries to complete the exercise on the following page.

DICTIONARY ENTRIES

fly [flī] **n.** 1. One of a large group of insects that have two wings. pl. flies. 2. To move through the air with wings. 3. To pilot or travel in an airplane. 4. To move or float in the air. flew, flown, flying.

litter [lĭt′ ĭr] **n.** 1. Bits or scraps of paper or other trash. 2. Young animals born at one time. 3. A stretcher for carrying a sick or injured person. pl. litters. **v.** 4. To scatter bits of trash around carelessly. littered, littering.

sand [sănd] **n.** 1. Tiny, loose grains of crushed rocks. **v.** 2. To scrape and smooth with sandpaper or sand. 3. To sprinkle or cover with sand. sanded, sanding.

steer [stēr] **n.** 1. A bull that is raised for meat. pl. steers **v.** 2. To guide the course of. steered, steering.

IV.A Use of dictionary: Entries; guide words

Choose the right meaning for the underlined words in each sentence from the Dictionary Entries. Put the number of the meaning in the blank space after the sentence.

(_____) 1. It is hard to steer a truck through a muddy creek.

(_____) 2. The farmer's cat had her litter of kittens in the barn.

(_____) 3. We watched the eagle fly high over our heads.

(_____) 4. The hole in the screen was just big enough for a fly to come in.

(_____) 5. The desert floor is covered with fine sand.

(_____) 6. My uncle raised the fattest steer in the county.

(_____) 7. When it snows, the workers sand the highway so that cars can pass.

(_____) 8. There is litter all over the highway from Phoenix to Flagstaff.

IV.A Use of dictionary: Entries; guide words

Using the same Dictionary Entries, answer these questions.

9. What endings can you add to litter? _____

_____

10. Which word does steer sound like, hear or bear?

_____

11. Which word does fly sound like, cry or pray?

_____

12. What endings can you add to sand?

_____

Now that you know what a dictionary can do, you need to know how to look up words. Words in the dictionary are listed in alphabetical order. The same order the alphabet is written in.

If you need help with alphabetizing, turn to that lesson in Unit I of ABE Reading Skills Level II in the workbooks.

At the top of each dictionary page you will find two words. These are called **guide words.** They will help guide you to the right page when you're looking for a word. The first guide word is the first word written on a page. The other guide word is the last word written on the page. All of the words that come after the first guide word, alphabetically, but before the other guide word will be listed on this page.

IV.A Use of dictionary: Entries; guide words

Look at the dictionary page that follows. The guide words at the top of the page are **liver/lobby.** This means that **liver** is the first word written on this page. **Lobby** is the last word written on this page. Any words that come after **liver** alphabetically, but before **lobby,** will be found on this page.

Put an **X** on the line next to the words that can be found on this dictionary page.

1. _____ loaf
2. _____ local
3. _____ limb
4. _____ living
5. _____ life
6. _____ load
7. _____ lizard
8. _____ low
9. _____ llama
10. _____ lives
11. _____ like
12. _____ lobby

live•ly (līv'lē) *adjective*, **livelier, liveliest;** *adverb.*

liver **1.** A large, reddish-brown organ in the body. The liver makes bile and helps the body absorb food. **2.** The liver of certain animals when used as food.
liv•er (liv'er) *noun, plural* **livers.**

livery **1.** A uniform worn by servants. The *livery* of the doorman had a trimming of gold braid. **2.** A stable where horses are cared for and rented out.
liv•er•y (liv'er ē) *noun, plural* **liveries.**

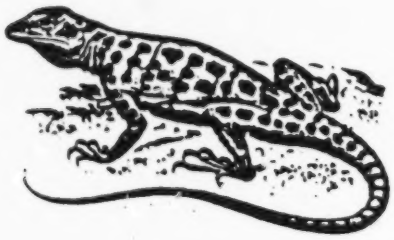
lives More than one life. Look up **life** for more information.
lives (līvz) *noun plural.*

livestock Animals raised on a farm or ranch. Cows, horses, sheep, and pigs are livestock.
live•stock (līv'stok') *noun.*

livid **1.** Having a pale, usually bluish color. His face was *livid* with anger. **2.** Changed in color because of a bruise. Joel had a *livid* mark on his arm where the ball hit him.
liv•id (liv'id) *adjective.*

living **1.** Having life; alive. All animals are *living* creatures. Jeff read a book on famous *living* artists. **2.** Of or for life. *Living* conditions in the town were bad after the flood. **3.** Still active or in use. English is a *living* language. *adjective.*
— **1.** The state or fact of being alive. **2.** A means of support; livelihood. Dad earns his *living* as a fireman. **3.** A way of life. The athlete believed in healthy *living*. *Noun.*
liv•ing (liv'ing) *adjective; noun, plural* **livings.**

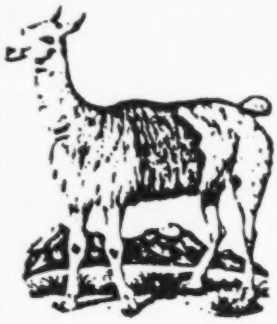
living room A room in a home for the general use of the family.



Lizard

lizard An animal that has a long, scaly body, four legs, and a long tail. Lizards are related to snakes and alligators. They are found in warm climates.
liz•ard (liz'erd) *noun, plural* **lizards.**

llama A large animal that lives in South American. It has a thick, woolly coat. Llamas are used for carrying heavy loads. The llama is related to the camel.
lla•ma (lä'me) *noun, plural* **llamas** or **llama.**



load **1.** Something carried. The wagon has a *load* of hay. The boy is carrying a *load* of books. **2.** Something that burdens the mind or heart. After the exam was over, Jill felt there was a *load* off her mind. *Noun.*
— **1.** To put a load in or on something. Jean *loaded* the box with old clothes. The men *loaded* the rocks onto the truck. **2.** To put something needed into a device. Carol *loaded* the camera with film. **3.** To put a charge of gunpowder or ammunition into a gun. The hunter *loaded* his rifle. *Verb.* Another word that sounds like this is **lode.**
load (lōd) *noun, plural* **loads;** *verb,* **loaded, loading.**

loaf[1] **1.** Bread baked in one piece. **2.** Any mass of food in the shape of a loaf of bread. Mom made a meat *loaf* for dinner.
loaf (lōf) *noun, plural* **loaves.**

loaf[2] To spend time doing little or nothing. I like to *loaf* on Sundays.
loaf (lōf) *verb,* **loafed, loafing.**

loan **1.** The act of lending something. John asked Sue for a *loan* of her pencil. **2.** Something that is lent. Mr. Martin recieved a *loan* of five hundred dollars from the bank. *Noun.*
— To lend. Ed *loaned* Sam his baseball glove. I *loaned* my brother a dollar. *Verb.* Another word that sounds like this is **lone.**
loan (lōn) *noun, plural* **loans;** *verb,* **loaned, loaning.**

loaves More than one loaf. Look up **loaf** for more information.
loaves (lōvz) *noun plural.*

lobby **1.** An entrance hall. The movie theater had a large *lobby*. **2.** A person or group that tries to make lawmakers vote in a certain way. *Noun.*
— To try to make lawmakers vote in a certain way. A group of citizens *lobbied* against the bill to build a new highway. *Verb.*
lob•by (lob'ē) *noun, plural* **lobbies;** *verb,* **lobbied, lobbying.**

IV.A. Use of dictionary: Entries; guide words

Look at each pair of guide words below. Circle the four words from the list that can be found on the dictionary page with these guide words. The first one has been done for you.

Guide Words: grain/grant

1. grandmother
2. grasp
3. granite
4. gram
5. graft
6. grace
7. grate
8. grand

Guide Words: pawn/peacock

1. peak
2. peach
3. pawn
4. peanut
5. payroll
6. paw
7. pave
8. pea

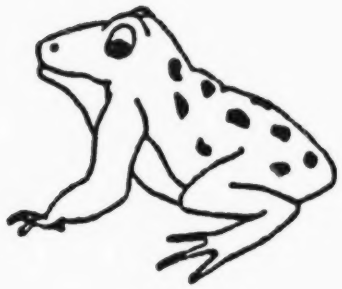
IV.A. Use of dictionary: Entries; guide words

Guide Words: swing/swum

1. sworn
2. swung
3. swine
4. swim
5. swift
6. swell
7. switch
8. swirl

Guide Words: frost/full

1. front
2. fuel
3. frog
4. frown
5. froze
6. fun
7. fur
8. fruit



IV. STUDY SKILLS

B. Reference skills: Table of contents; index; glossary

Knowing how to use reference materials is an important skill. The word **reference** means "a source of information." Three useful sources of information are found in many books. They are the **table of contents,** the **glossary,** and the **index.**

A **table of contents** is a list of the chapter units or lessons in a book. It gives the page number on which each chapter unit or lesson begins. Looking at the table of contents will give you an idea of what the book is about. You will find the table of contents in the front of the book.

Look at the following table of contents. It is from a book called Yuman Tribes of the Gila River. Then, answer the questions that follow.

TABLE OF CONTENTS

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1 Tribal Distribution and Intertribal Relations	1
The Tribes of Southern Arizona	1
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IV.B. Reference skills: Table of contents; index; glossary

1. How many chapters are there on this Table of Contents page?

   _____

2. What is the title of Chapter 7?

   _____

3. On what page would you look to find out about Hunting?

   _____

4. "Will Plant Project" is in which chapter?

   _____

5. What would you read about on page 131?

   _____

6. "Houses" is the title of which chapter?

   _____

7. On what page would you look to read about "War Dance and Speeches"?

   _____

8. What would you read about on page 122?

   _____

IV.B. Reference skills: Table of contents; index; glossary

An **index** is an alphabetical list of the contents of a book. The index tells you the page numbers where a certain item of information can be found. The index is located at the back of a book.

Study the copy of the index page. It is part of the index in a book called **The Apache Indians, Raiders of the Southwest.** Answer the questions below by looking at the index.

1. Three areas of information about Navajos are in this book. What are these three areas?

   a. _____

   b. _____

   c. _____

2. What does the index say to do if you want to look up shamans?

   _____

3. On what page should you look to read about smoke signals?

   _____

4. On how many pages is Fort Sumner listed? _____

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IV.B. Reference skills: Table of contents; index; glossary

A **glossary** is a list of special words used in a book. Looking at the glossary will give you a quick idea of how much you already know about the subject of the book. If you know all of the words in the glossary, you probably won't have too much trouble with the subject of the book. If many of the words are new to you, you might have to study a lot to learn the subject.

Study the glossary page. Then answer the following questions.

Give the definition of:

1. main idea _____

   _____

2. opinion _____

   _____

Here are some definitions from the glossary page. Find the word on the glossary page that goes with each definition given. Write the word on the line.

3. one of two or more words having the same sound and sometimes the same spelling, but with different meanings.

   _____

4. the end of something; the result of an act or process; a judgment or decision.

   _____

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GLOSSARY

abbreviation	a shortened form of a word used mainly to represent (stand for) the completion form of that word Example: AZ is an abbreviation for Arizona
antonym	a word having a meaning opposite to the meaning of another word Example: light and dark are antonyms of each other
cause	reason; something that makes something else happen; that which produces an effect or result; to make happen
conclusion	the end of something; the result of an act or process; a judgment or decision
context clues	clues to help you specify the meaning of a particular word or phrase within the sentence, gained from the other words or phrases in the sentence
effect	result; something brought about by a cause
fact	something known with certainty; something that can be/has been proven to be correct or true
homonym	one of two or more words having the same sound and sometimes the same spelling, but with different meanings Example: die — dye
main idea	the most important thought or idea being expressed or discussed; in a paragraph, it is expressed as the topic sentence
opinion	a belief that has not been proven as a fact; how someone feels or thinks about a subject/topic
paragraph	a unit of written expression that expresses some single, complete, general thought or idea; it contains a topic sentence, several (4–6) sentences, and a concluding sentence
prefix	a word part that comes before the root word; this word part has its own meaning which helps to change the meaning of the word to which it is attached Example: able — unable
root word	the main part of a word to which prefixes (before) or suffixes (after) may be attached

IV. STUDY SKILLS

C. *Map and graph reading*

Learning to read a map is usually not difficult once you learn how to use the different parts of the map. There are many different parts to a map. There are many different kinds of maps, but all maps will have the same basic parts.

All maps have some kind of pointer to show you in which direction **North** lies. Some maps use a simple sign with just an **"N"** to stand for <u>north</u>. Others may give you the "N" and also one or more of the other directions; usually **"E"** for <u>east</u>, **"S"** for <u>south</u> and **"W"** for <u>west</u>. Here are some examples of different kinds of direction pointers.

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IV.C. Map and graph reading

Perhaps the most important part of a map is the **KEY** or **LEGEND.** Always look at the key or legend of the map first. It will tell you what all the pictures or symbols stand for on the map. It will also give you the **Scale of Miles** which tells you how many miles each inch on the map stands for. Some legends will give you a lot of information; others may give you just a little.

Let's take a closer look at a legend that gives you a great deal of information.

BEST COPY AVAILABLE

IV.C Map and graph reading

This Legend comes from a road map of the state of Arizona. On the left hand side you will find all the symbols used to show roads and highways and the highway markers. In the middle you will find the symbols that show the size in population (pop.) of the cities and towns, the state capitol and emergency and First-Aid stations. The last column, on the right, shows the symbols used to mark various other places on the map. This Legend also gives you a scale of miles in which one inch is equal to about 16 miles.

Look at the enlarged Legend on the next page carefully and then answer these questions.

1. Which symbol is used to show a State Highway Marker?

   a.

   b.
   c.

2. What symbol would you look for if you wanted to find a roadside rest area?

   a.
   b.
   c.

3. What is this symbol used to show?

   a. Local mileage
   b. Indian Route
   c. U.S. Highway Marker

4. What symbol tells you that a city has a population of 10,000 and over?

   a.
   b.
   c.

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DEPT. OF TRANSPORTATION

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State Engineer Phoenix

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HAL BUTLER, Member	Show Low
LYNN SHEPPARD, Member	Globe

PRINCIPAL THROUGH HIGHWAYS (RED)

- MULTILANE DIVIDED, Access fully controlled
- MULTILANE DIVIDED, Access partially controlled
- 2 LANE, PAVED

OTHER THROUGH HIGHWAYS (BLACK)

- 2 LANE, PAVED
- GRADED (Inquire locally)

OTHER HIGHWAYS (GREY)

- 2 LANE, PAVED
- GRADED (Inquire locally)
- UNIMPROVED ROAD
- INTERCHANGE EXIT NUMBER
- FULL TRAFFIC INTERCHANGE
- PARTIAL TRAFFIC INTERCHANGE
- ACCESS DENIED
- ★ 56 ★ CONSOLIDATED MILEAGE
- LOCAL MILEAGE
- 10 INTERSTATE HIGHWAY MARKER
- 66 U.S. HIGHWAY MARKER
- 83 STATE HIGHWAY MARKER
- 9 INDIAN ROUTE

- SITE OR SETTLEMENTS (LIMITED OR NO SERVICE)
- UNDER 1,000 pop.
- 1,000 to 5,000 pop.
- 5,000 to 10,000 pop.
- 10,000 and over
- COUNTY SEAT
- STATE CAPITOL
- 24 HOUR HOSPITAL EMERGENCY SERVICE
- FIRST-AID STATION

- COUNTY PARKS
- STATE PARKS AND MEMORIALS
- HIGHWAY PATROL OFFICE
- RANGER STATION
- ROADSIDE REST AREA
- ROADSIDE TABLE
- POINT OF INTEREST
- CAMPSITE
- MILITARY AIRPORT
- COMMERCIAL AIRPORT
- OTHER AIRPORTS
- PORT OF ENTRY
- FISH HATCHERY
- SKI AREA

Prepared by the
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SCALE OF MILES

0 5 10 20 30 40

SCALE OF KILOMETERS

0 8 16 32 48 64

ONE INCH EQUALS APPROXIMATELY 16 MILES

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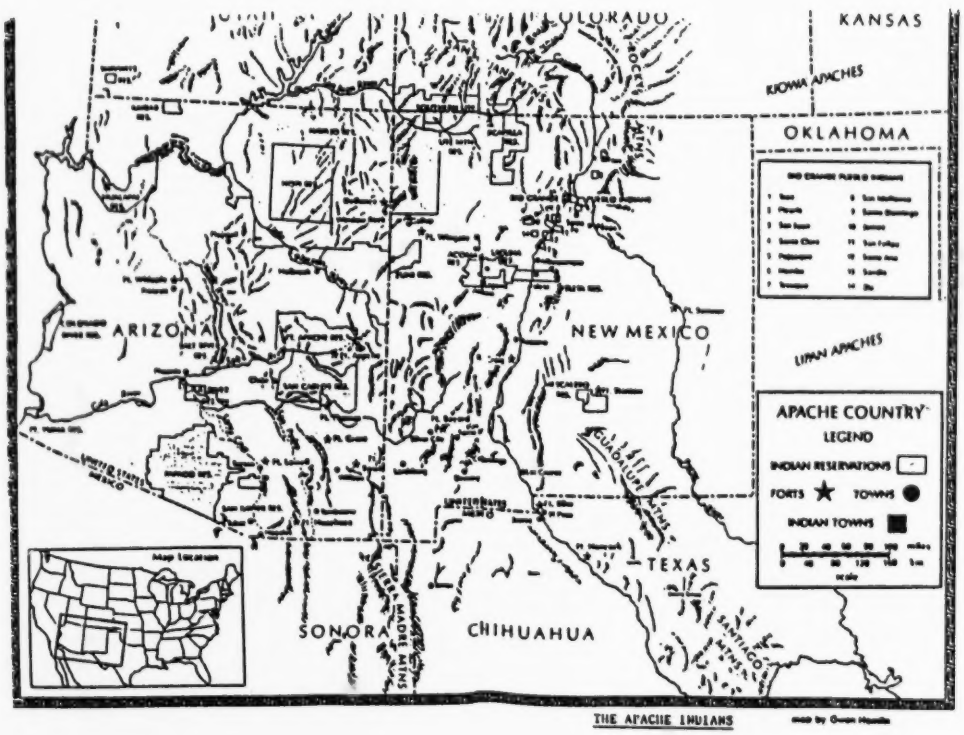
IV.C Map and graph reading

Now let's look at a whole map. This map covers parts of four states. The small insert in the lower left corner shows the section of the country that the large map covers. This helps you to see where the map section is in relation to the whole country. This map has a simpler Legend than the one you already studied.

In addition, this map has another box, above the Legend. This box gives you the names of the Pueblos that are numbered on the map.

Study the enlarged map on the next page carefully before answering these questions. Take your time, and don't try to rush through them.



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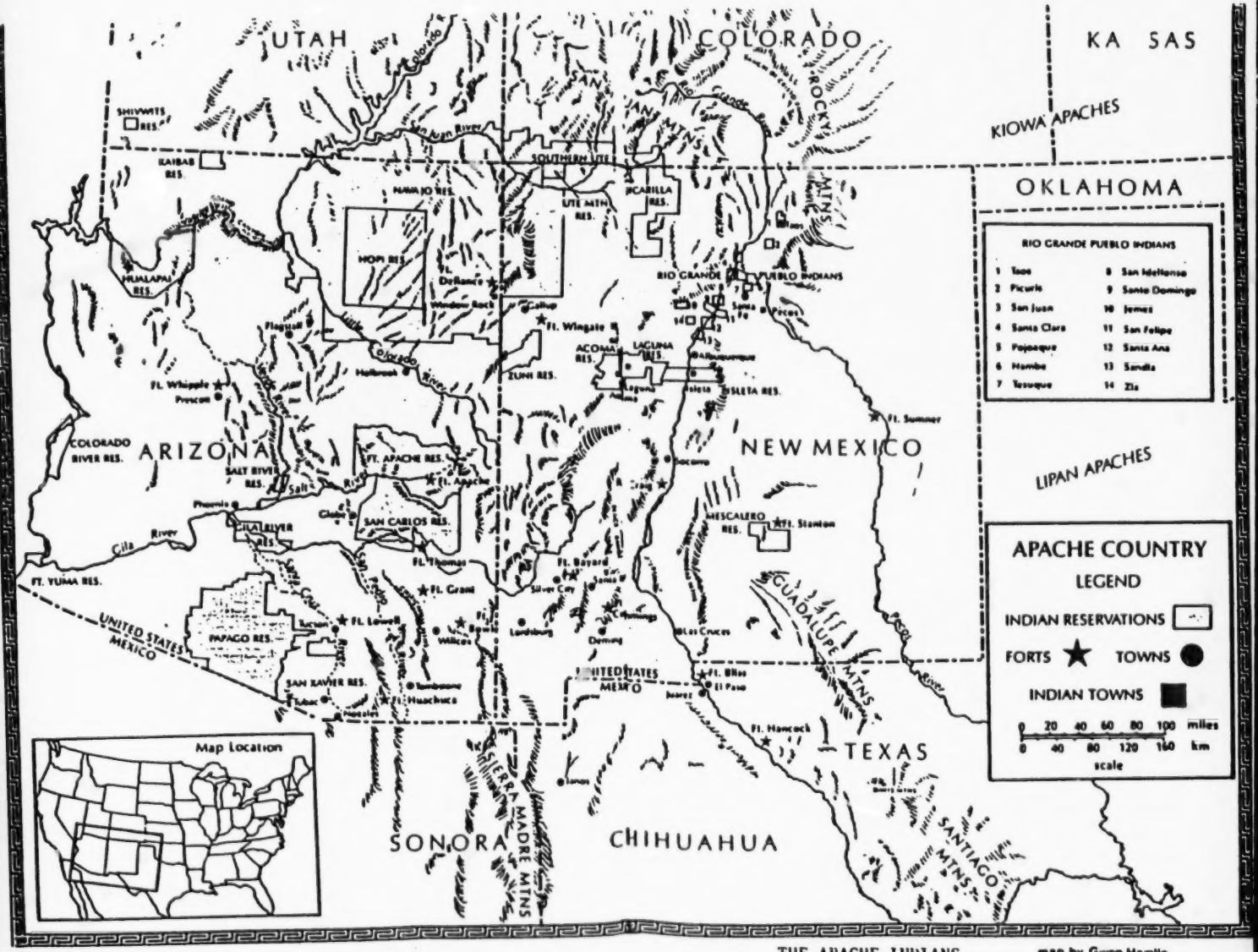


THE APACHE INDIANS

map by Gwen Hamlin

IV.C Map and graph reading

1. This map shows parts of several states. The whole of two states is also shown. What two states are they?

   a. _____

   b. _____

2. What symbol is used to show the location of Indian towns?

   a. b. c.

3. In what state are all of the 14 Rio Grande Pueblo Indians located?

   _____

4. The Southern Ute Reservation is located in which state?

   _____

5. In what state is the Shivwits reservation located?

   _____

6. Fort Sumner is located near what river?

   _____

7. What large reservation is located completely inside of the Navajo Reservation?

   _____

8. Which state has the greatest amount of land set aside for reservations?

   _____

IV.C Map and graph reading

9. On what reservation will you find the town of Window Rock?

_____

10. What reservation is closest to Ft. Wingate?

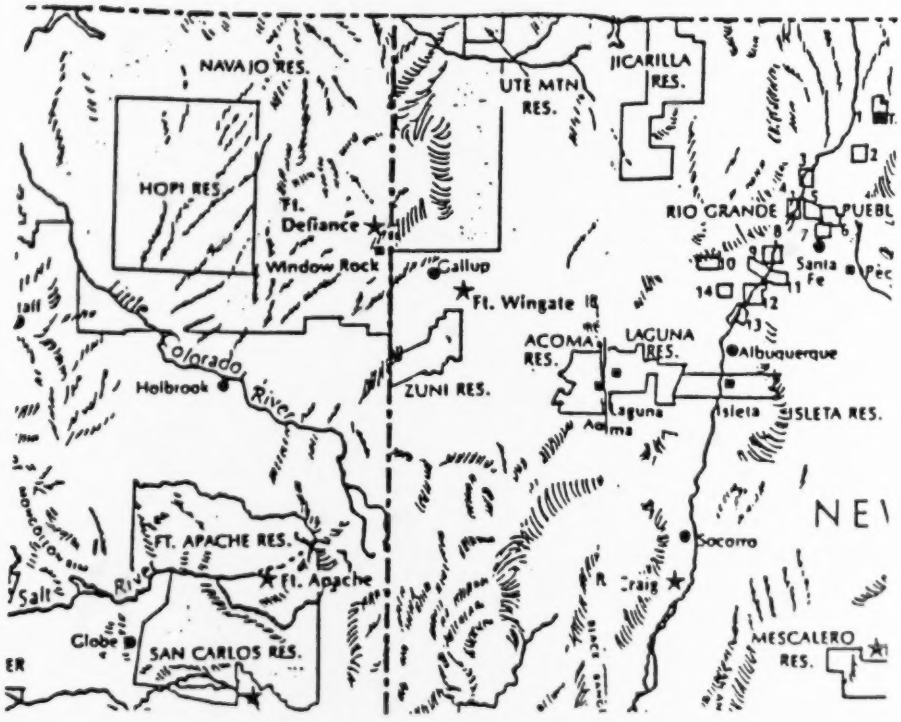
_____

11. The town of Globe is located near which reservation?

_____

12. What river flows through the Isleta Reservation?

_____



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IV.C Map and graph reading

To understand a line graph, you must first look at the main headings. Read the title of the graph, at the top, to find out what kind of information is being presented. Then, read the headings along the left side of the graph and the bottom of the graph.

Read the headings on the graph on the next page. Then answer these questions about this graph.

1. What are the two occupations that earn the highest monthly salary?

   a. _____

   b. _____

2. Which occupation earns the lowest monthly salary?

   _____

3. What occupation earns $1,200 a month?

   _____

4. What two occupations earn $1,700 a month?

   a. _____

   b. _____

5. How many occupations earn more per month than a Drafting Technician?

   _____

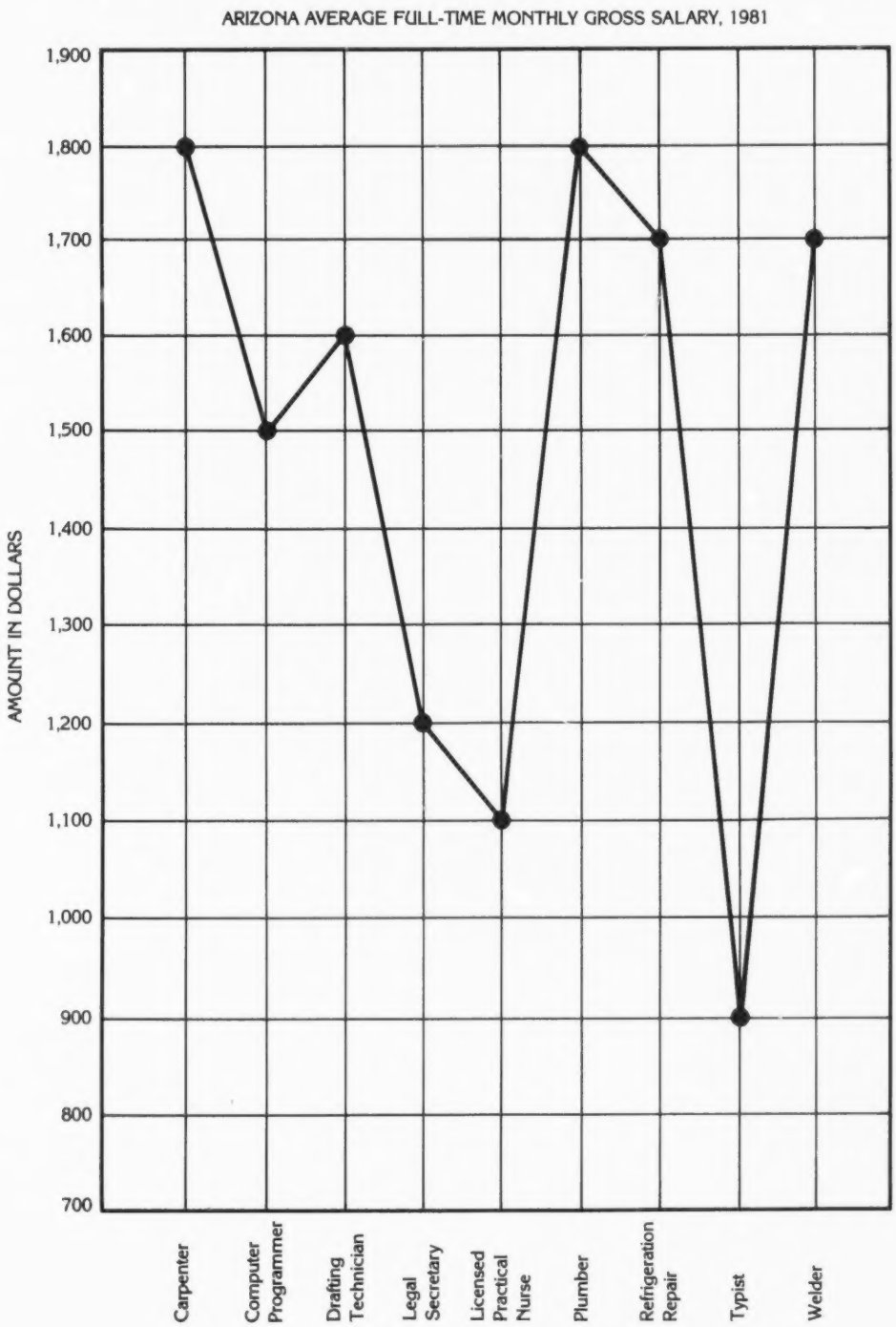
6. What two occupations earn less per month than a Legal Secretary?

   a. _____

   b. _____

IV.C Map and graph reading

There are many different kinds of graphs. In this lesson you will be learning about two different types. The first one is a **line graph.**



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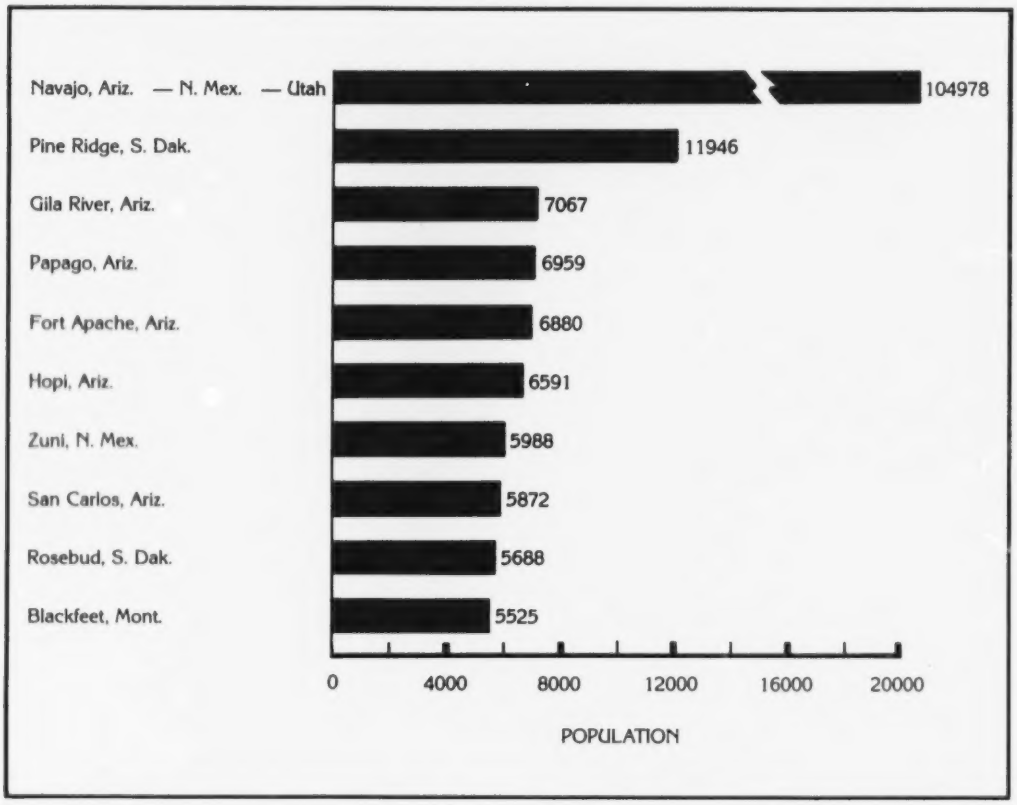
Another kind of graph is the **bar graph.** A bar graph uses "bars" instead of a line to present information. As with the line graph, you should first read the headings to understand what kind of information is being presented.

Study this graph carefully. It contains information on the number of people living on the ten largest reservations. Then answer the questions that follow.

Ten Reservations With Largest Number of American Indians: 1980



IV.C Map and graph reading

7. Of the ten reservations listed on the graph, which one has the smallest population?

   _____

8. How many reservations have populations over 6,000?

   _____

9. What is the population of the largest reservation?

   _____

10. What reservation has a population of 6,880?

    _____

11. What is the population of the San Carlos reservation?

    _____

12. What is the largest reservation on the graph?

    _____

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UNIT IV POST-TEST: STUDY SKILLS

In the Dictionary Entries below, you will find words that have more than one meaning. Use the definitions in the entries to complete the exercises.

bank [bank] n. 1. A mound or pile of earth. 2. A steep slope, as of a hill. 3. A place to deposit money v. 4. To cover a fire. 5. To deposit money in a bank.

earth [erth] n. 1. The softer part of land, as soil. 2. The world where man lives. 3. The land — not sea or air.

line [lin] n. 1. A thread, string, cord, or rope. 2. Wires for electrical or telephone use. 3. A mark drawn by ink or pencil. 4. The small creases on the hands or face. 5. The words for a part in a play.

Choose the right meaning for the underlined words in each sentence. Put the number of the meaning in the blank space after the sentence.

1. After the storm, the telephone lines were down. _____

2. I am going to bank my paycheck before I spend it. _____

3. He covered the seeds with the soft earth. _____

4. The lines on the map marked the reservation's boundaries. _____

5. The Earth is the third planet from the sun. _____

6. He banked the fire for the night. _____

Read the following Table of Contents from the book Child of the Hogan and answer the questions that follow.

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3 The Hogan
5 The Sacred Home
5 In His Thirst to Conquer
7 A Hogan along His Way

Marriage and Family
11 A Sacred Unit
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14 Wedding Prayer
15 Turquoise and Eighteen Horses Behind Me
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33 Why Do I Have to Learn to Dance, Grandfather?
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38 The Way of the Bear
39 Brother and Grandson
41 The Soul of the Eagle
43 The Ship of the Desert
44 Learning from Nature
45 The Sacred Flight
47 Roundness of Life
49 Seeds We Have Sown
51 The Green Times

7. If you wanted to read a Wedding Prayer, on what page would you find one?

_____

8. On what page will you find "The Night Singer"?

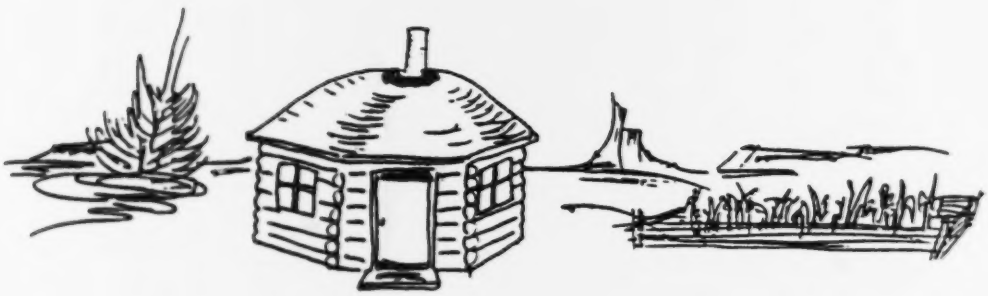
_____

9. What will you find on page 41?

_____

10. What is the title of the unit in which "The Way of the Bear" can be found?

_____



This **index** page is from the book The Pima Indians. Use it to answer the questions that follow.

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11. On what page will you find information on fire-making?

_____

12. On what pages under Family Organization will you find information about Pima children?

_____

13. If you wanted to make a purple dye, what page would you look on?

_____

14. If you wanted to read about Earth Magician, what three pages would you read?

_____

Use this **glossary** from Prehistoric Indians of the Southwest to answer the questions that follow.

GLOSSARY

Aborigine—The native inhabitants of a country; in America, the Indians.

Apocynum—A plant, related to the milkweed, which provided fibers used in weaving.

Archaeology—The scientific study of the material remains of human life and human activities in prehistoric or ancient times.

Artifact—A product of human workmanship. Commonly used by archaeologists in speaking of prehistoric tools, implements, etc.

Atlatl—An Aztec word meaning spear-thrower. Atlatls are throwing sticks which have a handle on one end and on the other a spur which fits into a pit or cup drilled into the basal end of a dart shaft. When the dart is thrown the atlatl remains in the hand.

Basic Culture—See *Culture*.

Caliche—A crust or succession of crusts of calcium carbonate that forms within or on top of the soil of arid or semi-arid regions.

Ceramic—Pertaining to pottery and its materials.

Chronology—The study of the method of arranging past events or the material representing them in a sequence of their happenings in relation to years or in relation to each other.

Cist—An oval or circular pit, often slab-lined, used for storage. Cists sometimes served a secondary purpose as depositories for the dead.

Clan—A social group made up of a number of households, the heads of which claim descent in either the male or female line from a common ancestor.

Cloisonne—A surface decoration produced by outlining a design with strips of flat wire and filling the interstices with enamel.

Complex—A group of related traits or characteristics which combine to form a complete activity, process, or cultural unit.

Compound—In the Orient, a wall or fenced enclosure containing a house, buildings, etc. The term is also used to describe the walled enclosures built during Classic Hohokam times.

Corrugated Pottery—Pottery in which the alternate ridges and depressions resulting from a coiling-and-pinching technique of manufacture have not been obliterated.

Coursed Masonry—Masonry constructed of stones lying on approximately level beds.

Cranium—Skull (Plural: Crania)

Culture—The total activities and beliefs of a group of individuals

15. What does the word **cranium** mean? _____

16. What is an Aztec word meaning spear-thrower?

_____

17. What is an artifact? _____

18. What word means a social group made up of several households which are descended from a common ancestor?

_____

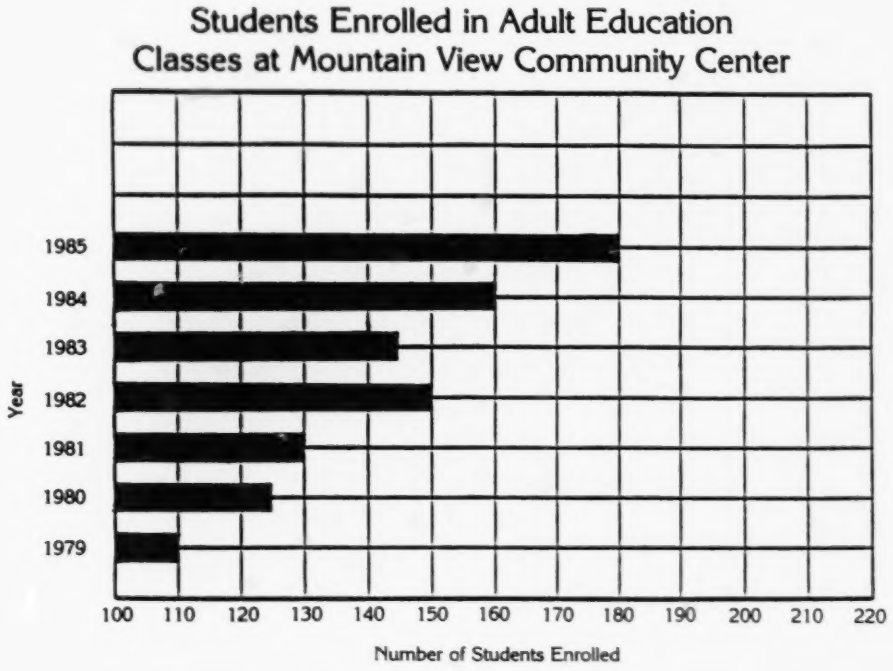
Circle four words that would be found on a dictionary page with these guide words.

(19–22)

float/flour

flour
fence
flood
flock
flower
floor

Use this bar graph to answer the following questions.



23. What year had the lowest enrollment of students?

_____

24. How many students were enrolled in 1981?

_____

25. What year had the highest enrollment of students?

_____

26. In what year were 125 students enrolled?

_____

27. How many students were enrolled in 1984?

_____

28. Which symbol represents a **paved** road?

a. b. c.

29. On the **scale of miles,** one inch is the same as how many miles?

a. 15 b. 17.6 c. 18

30. To find a rest area, what symbol would you look for?

a. b. c.

31. Which symbol is used to show a **state** highway marker?

a. 15 b. 40 c. 24

32. What is the symbol 35 used to show?

a. paved highways
b. mileage between dots
c. points of interest

Glossary

GLOSSARY

antonym	a word that means the opposite of another word Example: hot is an antonym of cold
cause	reason; something that makes something else happen
compound word	a word made up of two words Example: cornmeal, footprint, sandstorm
context clues	surrounding words or sentences that help you figure out the meaning of a certain word or phrase within a sentence
effect	result; something brought about by a cause
fact	something known to be true or that can be proven to be true
glossary	a list of special words used in a book together with their definitions
guide words	the two words at the top of a dictionary page
homonym	a word that sounds like another word but has a different meaning; it often has a different spelling as well Example: heal is a homonym of heel
index	an alphabetical list of the contents of a book; it is found in the back of the book

legend or key	the part of a map that tells what the pictures or symbols stand for; it may also give the scale of miles for the map
main idea	the most important idea, or topic, in a paragraph
opinion	something that cannot be proven as a fact; a belief or an expression of what someone thinks or feels
prefix	a word part that is added to the front of a root word; this word part helps change the meaning of the root word Example: like — dislike
root word	the main part of a word to which prefixes (before) or suffixes (after) may be added
sequence	the order in which events happen
suffix	a word part that is added to the end of a root word; this word part helps change the meaning of the root word Example: help — helpless
supporting detail	facts or details that tell more about the main idea in a paragraph
synonym	a word that has the same meaning as another word Example: scared and afraid are synonyms
table of contents	a list of the units, lessons, or chapters in a book
vowels	the letters a, e, i, o, u